Data Standards – Special Education

General Information

Special Education Data Standards..... 3

Entrance/Exit Procedures

Enrolling a Student..... 4

General Enrollment Information Fields..... 6

Procedures for Releasing a Student from Services..... 10

Transfer of Student Special Education Records..... 12

Behavior

Behavior Management..... 19

Reports

KDE Custom Discipline Reports..... 20

State and Federal Reports..... 21

Special Education Exit Report..... 22

Special Education Detail Report..... 23

Preschool

First Steps Referral Process..... 24

LRE Flowchart for 3-5 year olds..... 27

IEP Documents

Referral for Evaluation..... 31

KY Consent..... 37

Eligibility Forms..... 43

Conference Summary..... 51

KY IEP..... 65

IEP Amendment Process..... 80

End Date IEP Amendment Process..... 82

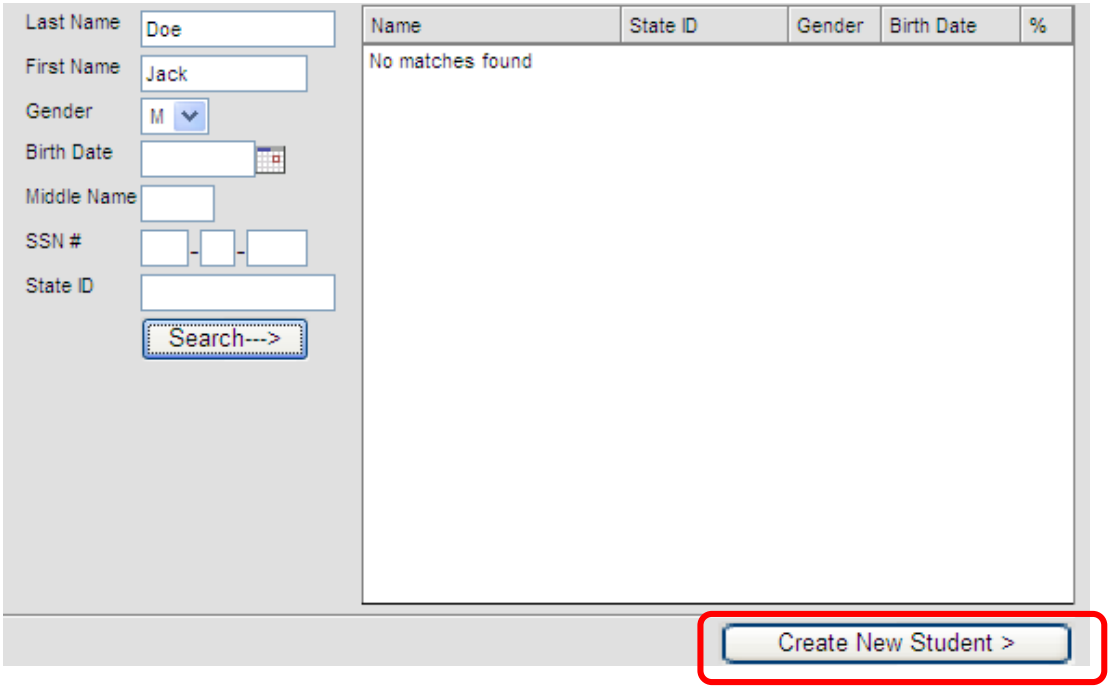
Private School Service Plan..... 85

1	Special Education Data Standards		
KDE Contact (Data Steward)	Ginger Meade	Updated	8/5/2014
Description	The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state		
Data Standard **Reg sites, data use, etc.**	**The Kentucky Administrative Regulations**		
How is data used	Data is use to meets Federal Reporting Requirements under Sec. 618 of the IDEA • December 1 Child Count • Special Education Exit Report • Special Education Behavior/Safe Schools Report • IAES End of Year Reporting		
Noted Changes for current year	Using the Amend Tool to End Date an IEP,		
Available Ad-Hoc & Reports	SPED EOY Behavior Data; IDEA Dec 1 Count Extract; Special Ed Exit Report; Caseload Summary Report		
Available Training	**Additional resources can be found on the Student Information System – Special Education Webpage.** **Instructional Documents** **Transfer of Student Special Education Records** **Help with Ad-hoc reporting** **IDEA December 1 Child Count** **User Rights for Special Education in IC** **Instructions on Creating Template Banks in I.C.**		

1-A Enrolling a Student

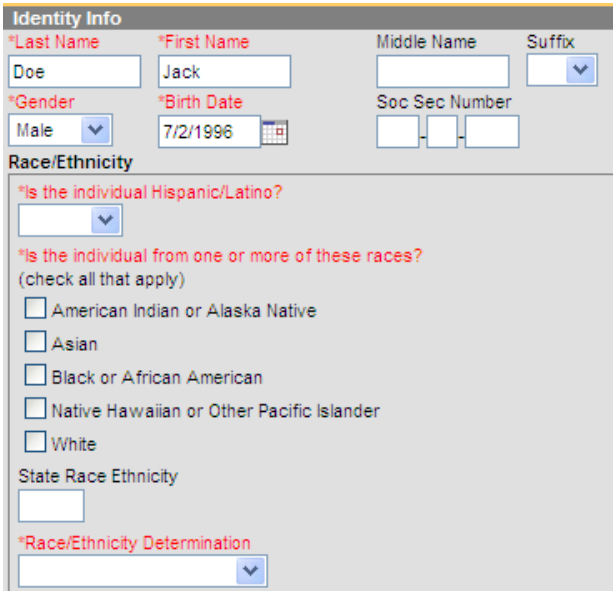
Campus Path: Student Information > Student Locator

Student Locator should always be used to enroll a student



If student is not found, 'Create a New Student'

Identity Info Section



Last Name: The last name given to a student at birth or legal court documents, as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate.

First Name: The first name given to a student as indicated on their birth certificate, social security card, passport, or through a legal name change; such as, adoption or marriage certificate. The first name should contain the proper first name of the student, please do not use nicknames here.

Middle Name: The middle name given to a student as indicated on their birth certificate, social security card, passport, or through a legal name change; such as, adoption or marriage certificate. If a student does not have a middle name, it should be left blank. If only the middle initial is given, do not put punctuation at the end of the letter. If a female student is married, it is acceptable to put the maiden name in the middle name field. If a student has more than one middle name, please place both names in the middle name field.

Gender: Select student's gender from drop down menu - Male or Female

Birth Date: Enter month, day, year (##/##/##) on which the student was born. Age on all special education state reports will be calculated on the student's data of birth.

Race/Ethnicity:

Is the student Hispanic/Latino? Select from the drop list yes or no based on the federal definition - Hispanic or Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term ``Spanish origin'' can be used in addition to ``Hispanic/Latino or Latino.''

Is the individual of one or more of these races? Select one or more races based on the federal definitions listed below:

- *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- *Black or African American*: A person having origins in any of the Black racial groups of Africa.
- *Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White*: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

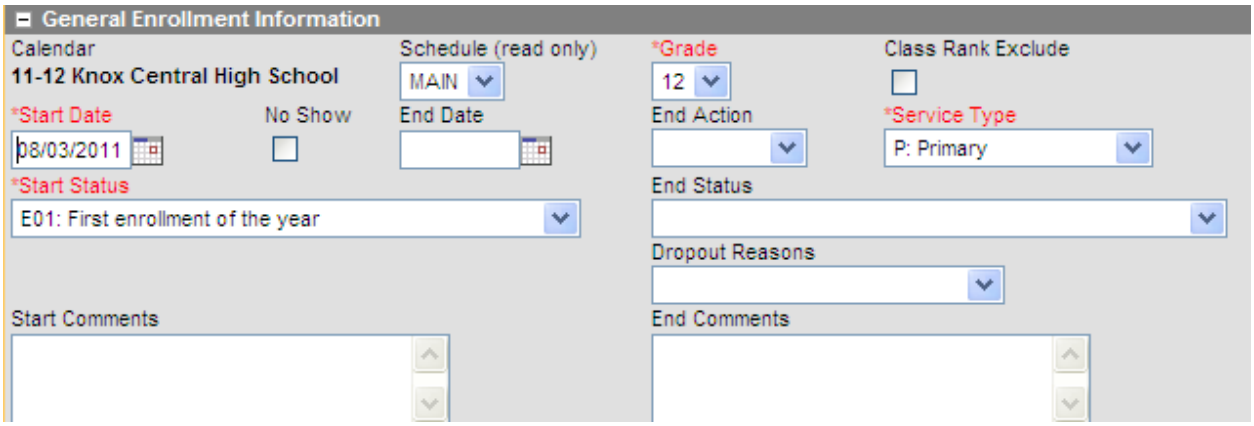
Race/Ethnicity Determination: Select from the drop list the option that identifies how the race/ethnicity was determined.

01: Parent Identified	02: Self-Identified
03: Observer Determined	04: Unknown

1-B General Enrollment Information Fields

Campus Path: Student Information > General > Enrollment Tab

General Enrollment Information Fields:



Grade: Use drop down menu to select grade level of student, 95-infants, 96-1 year olds, 97 – 2 year olds, 98 – 3 year olds; 99 – 4 year olds; 0 – Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 14

NOTE: Grade 14 may only be selected for Special Education Students participating in Alternate Assessment, as determined by the student's Admissions and Release Committee and documented on his or her IEP. This student must turn 17 years of age on or before October 1st of current school year and must have progressed through a grade 12 assessments.

Start Date: Enter the date in which enrollment began

Start Status: Select appropriate entry or re-entry code (State defined codes). Student must be enrolled on the first day of school and a start status selected to be placed in the pool of students that may be reported on the Special Ed Exit Report. If student is a No Show, select NS from the drop list. Once the record is saved, the No Show checkbox will be selected. If student later enrolls in school this record should NOT be changed; instead a new enrollment record must be created.

End Date: Enter ending date of student's selected enrollment

End Status: Select appropriate withdrawal code (State defined codes)

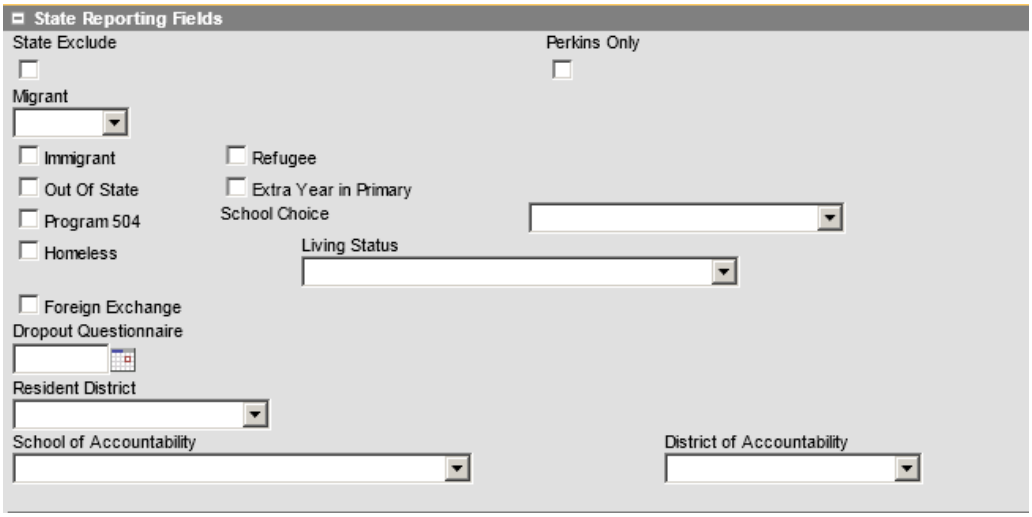
Service Type: Indicates the type of enrollment and the intended service the student receives.

P: Primary – Select at school of accountability for student

S: Partial – Students who attend multiple schools in KY, the school of accountability should select P: Primary and the second school should choose S: Partial.

N: Special Ed Services Only - Students who attend just for special education services/related services, i.e., Private School or home school students who are enrolled in the district for special education/related services only."

State Reporting Fields:



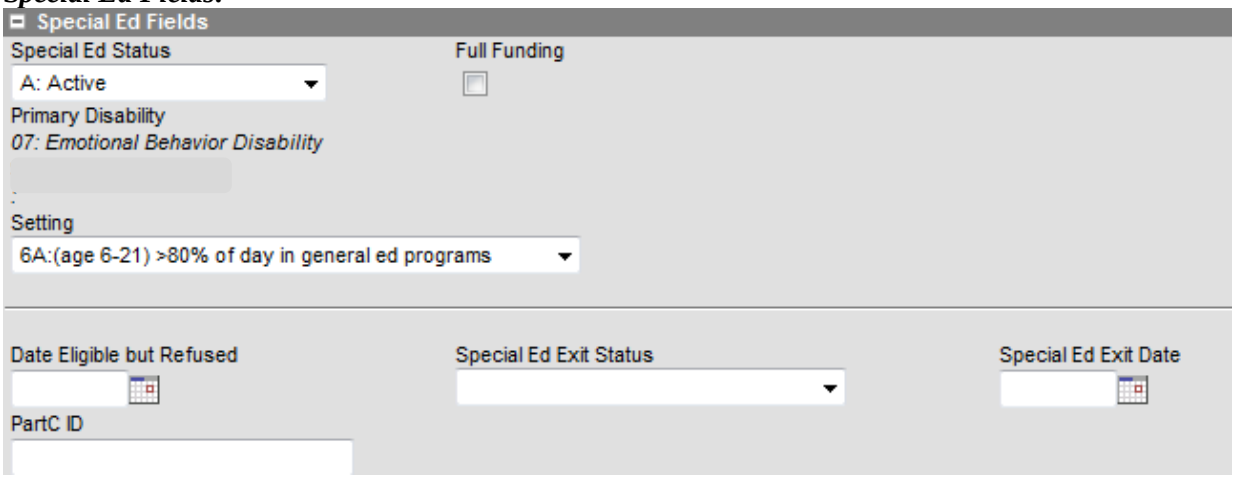
State Exclude: Check this box if student is being tracked in the SIS for special education reporting only; therefore, attendance is not tracked for student. This will allow users to exclude students on monthly attendance reports and applicable state reports.

Resident District: Select district of resident if student is receiving services in the district but resides in another district, *this element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.*

***Note: Home Language is now located on Campus Path: Census > People > Demographics**

Home Language: Choose from an alphabetical list of world languages. Home language is defined as the language most frequently spoken at home. This information is obtained through question 1 on the Home Language Survey available on TransACT. **In the case of a foreign-born student living in an English speaking home of his/her adopted family, choose the student's native language.** If a student's Home Language is Native American, select Native American from the home language drop down menu. The next data element, Native American Home Language will become active. Then select the specific Native American Home Language from this drop down menu. *This element will be utilized on the IEP Enrollment Editor and the Private School Service Plan.*

Special Ed Fields:



*The IDEA December 1 Child Count pulls Special Ed Status and Setting from the student's IEP Enrollment Status Editor. To be included on the child count report, data for the child MUST be populated on the IEP Enrollment Status editor, as shown HERE.
If student is determined 'Not eligible' for special education services, the information MUST be populated on the Enrollment tab.

***Special Ed Status:** From the drop list, select the option that defines the student's status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school's December 1st Child Count.
Reference code file table HERE.

Primary Disability: This field is read only in this area and is populated when the user follows the below steps:

1. Select the Primary Disability on the Conference Summary | Eligibility/Continued Eligibility
2. Save and lock the document
3. Creates a KYIEP | Enrollment Status editor using the 'Get Status from Evaluation' button
4. Lock and Save the KYIEP
5. Primary Disability will write to the Enrollment Tab | Special Ed Section

Full Funding: Check this box if according to a student's IEP, the local board has approved a shortened school day/week and appropriate documentation has been forwarded to DLS, the school is eligible for full funding for this student. This selection is required to determine the adjustment to be made to SAAR (Superintendent's Annual Attendance Report).

Note: This student MUST also be placed in the Partial Day Attendance Group (contact your school attendance clerk).

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student's age as of December 1st.

Reference code file table HERE

Date Eligible but Refused: Enter the month, day and year, if applicable, to indicate a parent(s) has declined special education services.

Special Ed Exit Status: From the drop list, select the reason the student is no longer receiving Special Education and Related Services
Note: Please verify that the special education exit status corresponds with the appropriate general enrollment end status, if applicable.

Code	Description
01	Transfer to Regular Education
02	Graduated with a Diploma
03	Alternate Diploma
04	Maximum Age

Code	Description
05	Deceased
06	Moved, Known to Continue
07	Dropped Out

Special Ed Exit Date: Enter month, day and year in which the student was released from special education services

Note: Please verify that the special education exit date corresponds with the appropriate general enrollment end date, if applicable.

Part C ID: This is the Student Identification number assigned to infants and toddlers who have been identified and receiving services under the state's Part C, Program known as First Steps. Part C refers to the part of the Individuals with Disabilities Education Act that provides for services to Infants and Toddlers with disabilities ages birth through two (until their third birthday). Schools and districts must track and report if these children have been referred for services under Part B and if so when Part B eligibility status is determined, and if eligible when services began. The Part C ID number is currently provided to either the District's Preschool Coordinator or Director of Special Education four times during the school year. This information is made possible through a Memorandum of Understanding between the Kentucky Department of Education and the Cabinet for Health and Family Services, which administers the Part C program in Kentucky.

Reference addendum *First Steps Referral Process in Infinite Campus* HERE

1-C Procedures for Releasing a Student from Services

Campus Path: General | Enrollment Tab | Special Education section

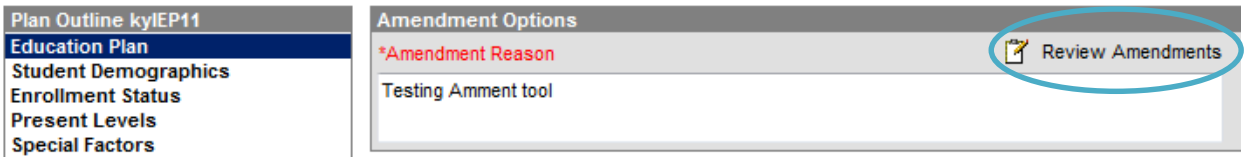
- **General | Transportation Tab**
- **Special Education | Documents Tab**
- **Special Education | Team Members Tab**

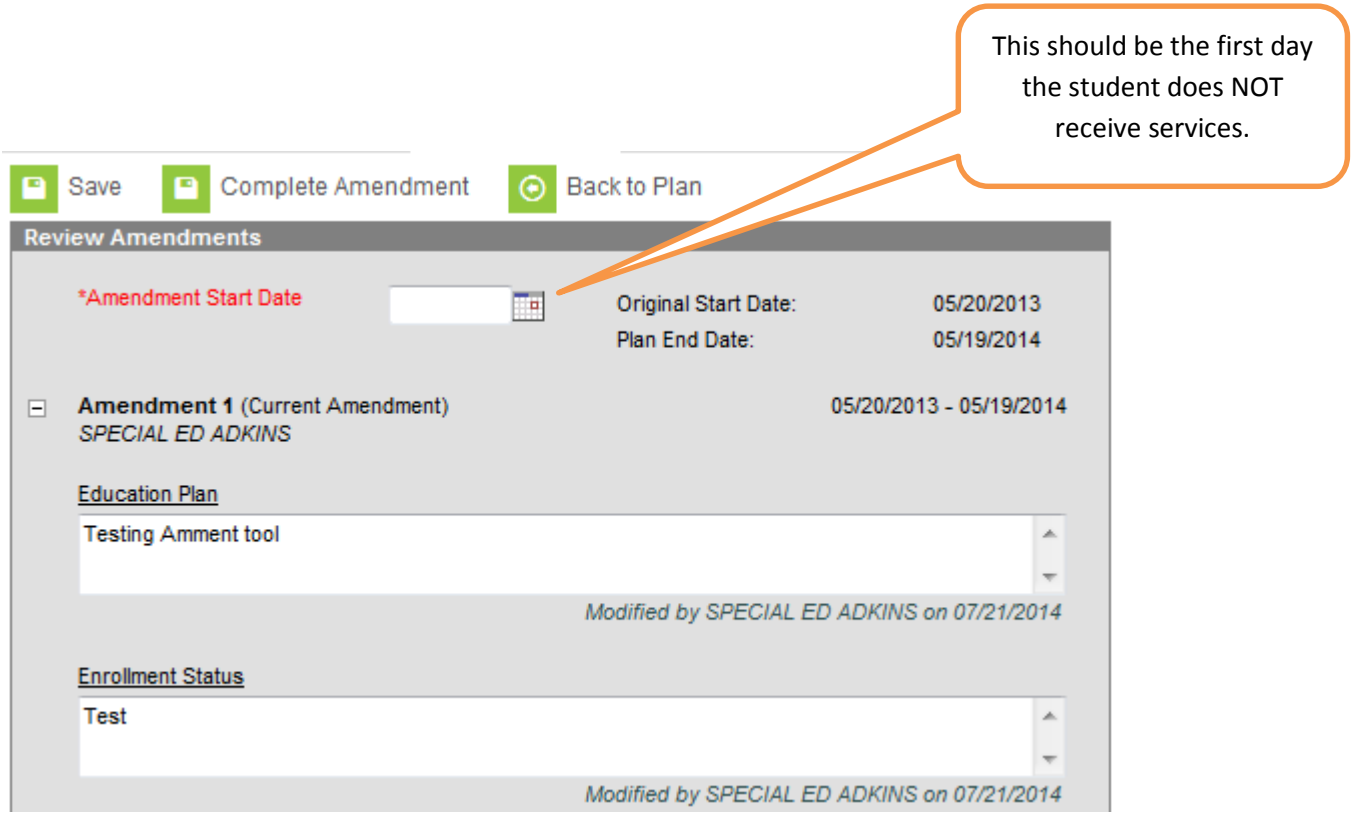
The purpose of this document is to detail the procedures that should be followed when 1) a student is released from special education services when the ARC has determined the child no longer meets the eligibility requirements or the parent/child revokes consent for services OR 2) the student moves out of your district.

Student released from services (no longer eligible or consent revoked) and student remains in your district

- General | Enrollment Tab | Special Education section
  - Select the Special Ed Exit Status
  - Enter the Special Ed Exit Date
  - Change the Special Ed Status to either Inactive or Eligible, Parents Refused, whichever is appropriate
- General | Transportation Tab
  - End date the Transportation of T5: Special Transported, if applicable
- Special Education | Documents Tab:
  - Select student's current IEP
  - Select the Amend button
  - Select **Amend Editor**- Put the reason for changing the IEP End Date: Select **Save & Continue**
  - Education Plan Editor – Select **Amend Editor:** Change the IEP End Date to the date services ended: Select **Save & Continue**
  - Enrollment Status Editor – Select **Amend Editor**: Change the student Special Ed Status to Inactive or Eligible, Parents Refused, whichever is appropriate: Select **Save & Continue**
  - Special Ed Service Editor – Select **Amend Editor:** Change End Date for each service to the date services ended: Select **Save & Continue**
  - Related Services Editor - Select **Amend Editor** : Change End Date for each service to the date services ended: Select **Save & Continue**
  - **The next step is to select Review Amendments**

Each time you select the **Amend Editor** you MUST type a reason for the Amendment





Review the areas you made changes. Put the Amendment Start Date. Select **Complete Amendment**

NOTE: You must select Complete Amendment to actually finish the process; SAVE will not complete the Amendment.

- Special Education | Team Members Tab
  - End date each Team Member listed for student to the date services ended

Student moves from the district or otherwise withdraws

- General | Enrollment Tab | Special Education section
  - Select the Special Ed Exit Status
  - Enter the Special Ed Exit Date
  - Change the Special Ed Status to either Inactive or Eligible, Parents Refused, whichever is appropriate
- General | Transportation Tab
  - End date the Transportation of T5: Special Transported, if applicable.
- Special Education | Team Members Tab
  - End date each Team Member listed for student to the date services ended

NOTE: When a student moves from the district or otherwise withdraws, the IEP should **NOT** be unlocked and end dated marked as *Inactive* on the **IEP | Enrollment Status** editor. This should NOT be done as it will cause a student who enrolls in another district and/or returns to your district not to have a current IEP on record.

1-D Transfer of Student Special Education Records

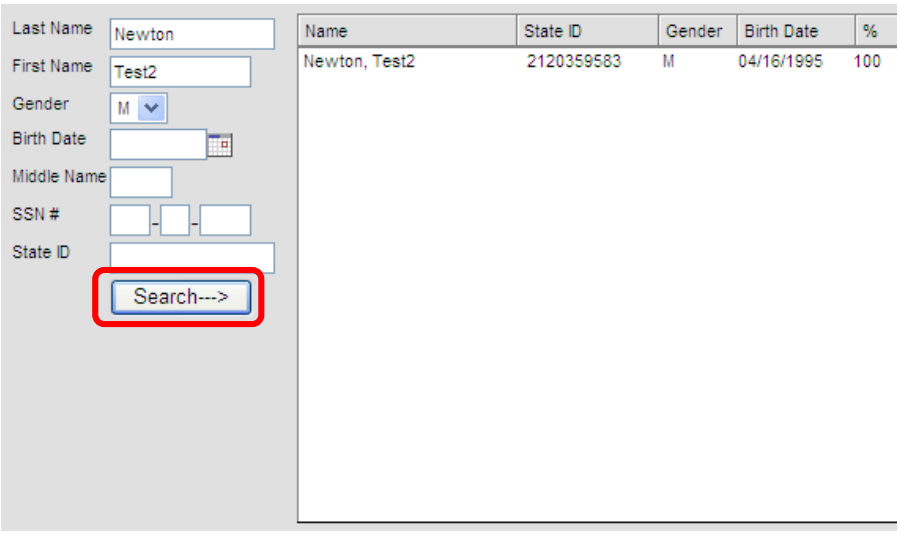
Campus Path: Student Information > Student Locator

PURPOSE: To provide instruction on transferring student special education records from one district to another using Infinite Campus.

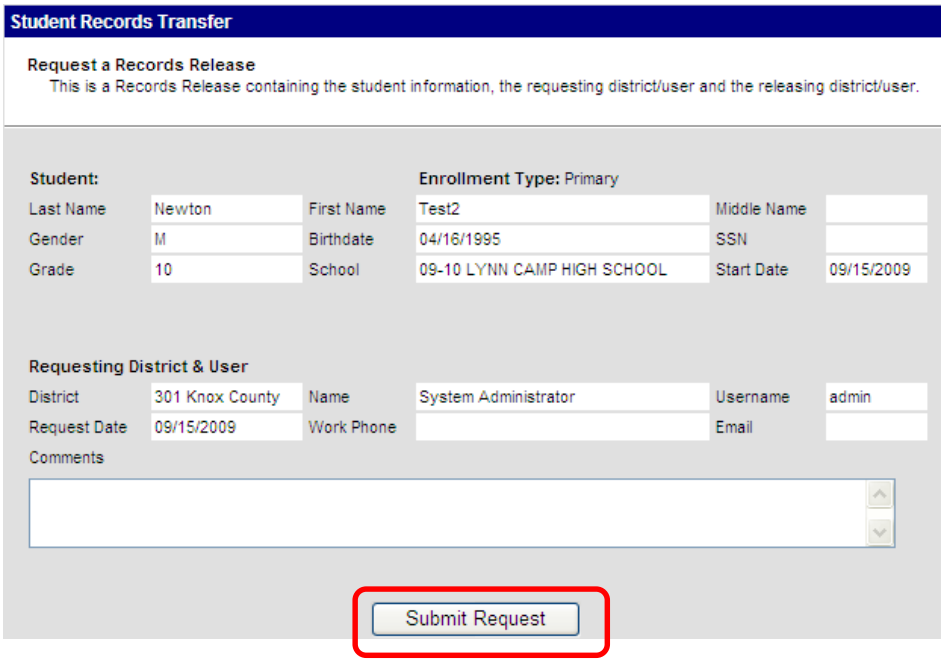
Definitions	
Former District	District in which student is transferring from; students previously enrolled district
New District	District in which student is transferring to; district student is enrolling

New District requests a student's records transfer

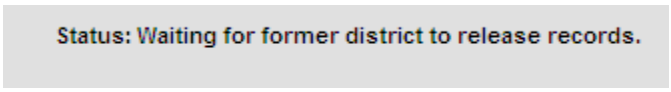
1. Student Information | Student Locator | Enter last name, first name and gender
2. Click Search



3. Select appropriate student, if you hover over student's name, you will see the student's most recent enrollment in the state.
4. Enter required fields
   a. **Last Name** will populate from student's previous enrollment
   b. **First Name** will populate from student's previous enrollment
   c. **Gender** will populate from student's previous enrollment
   d. **Birth Date** will populate from student's previous enrollment
   e. **Race/Ethnicity**: Select student's race from drop list
   f. **Calendar** will default to School Year and School selected
   g. **Schedule:** Select appropriate schedule
   h. **Grade:** Select student's current grade
   i. **Start Date:** Enter date student enrolls in your school (first day of attendance)
   j. **Start Status:** Select R21: Transfer from a KY school outside of district
   k. **Service Type:** Select appropriate Service Type from drop list
5. Save, Student Records Transfer, will show former district enrollment information
6. Click Submit Request



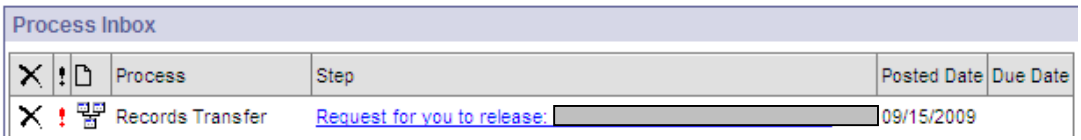
Status will then appear on screen



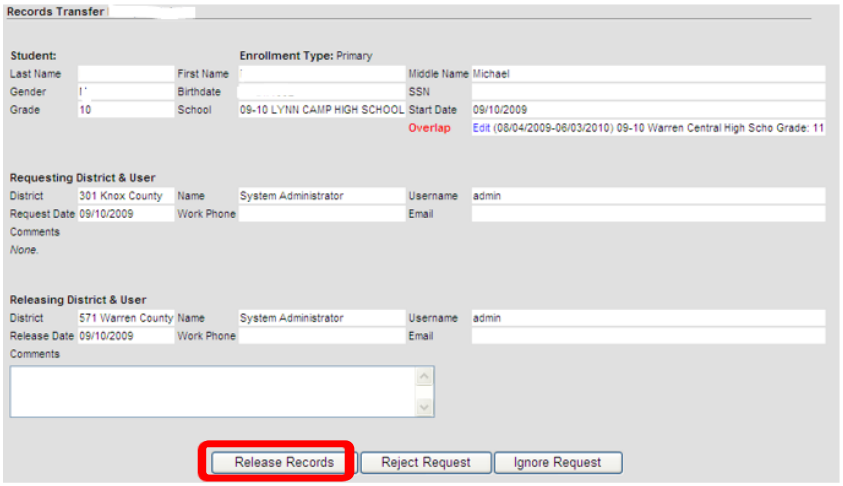
The new district's Process Inbox and the student's Records Transfer tab will both display a waiting status until the former district responds. During this time, the new district will not know what district the student previously attended.

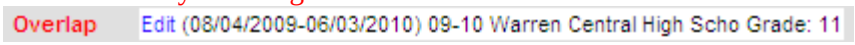
Former District responds to the records request

Process Inbox will display a Request to release records

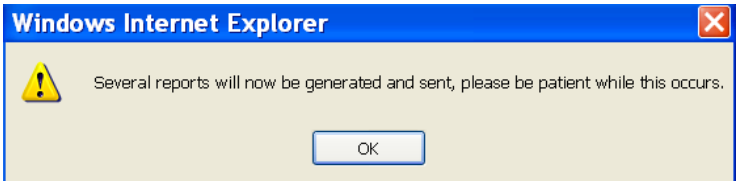


1. Select the link



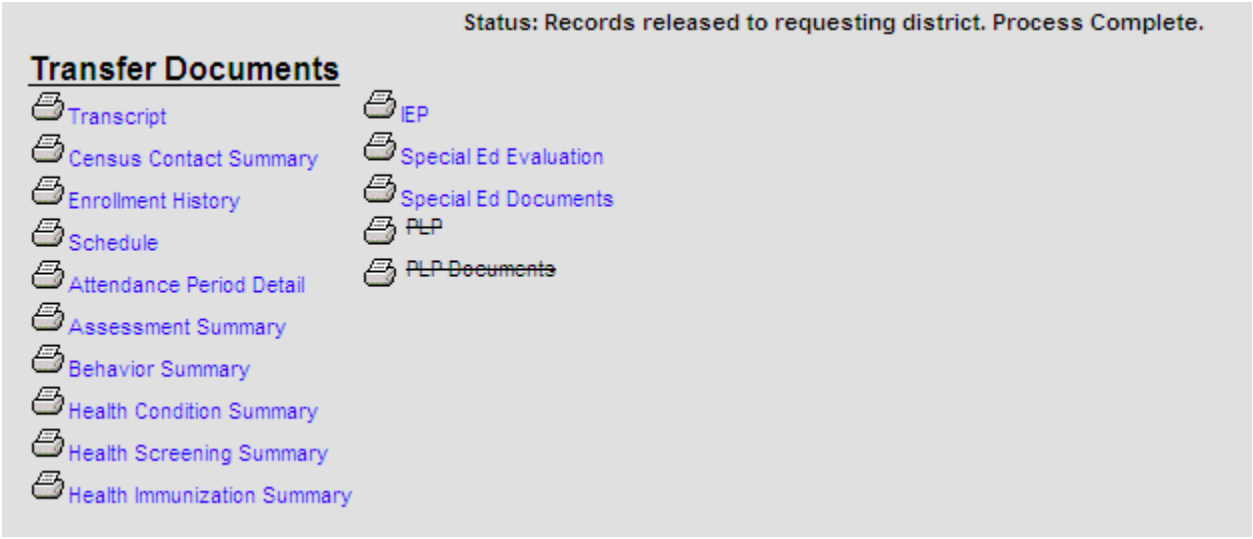
NOTE: The Overlap indicator only appears if a student's enrollment in his/her former district has not been ended. Overlaps can be resolved by selecting the Edit link. User will then be redirected to the student's enrollment tab. 

2. Click release records



3. Click OK

Once Process is complete, the available information that will transfer with the student will appear



NOTE: The former district cannot preview or control which records are sent in the transfer. In addition, after a record is requested or released, it cannot be canceled.

New District receives released records from former district

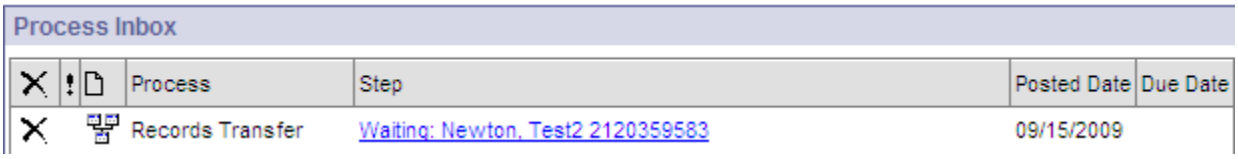
New District will receive notice in Process Inbox 'Waiting'

Records transfers can be accessed in three areas of IC:

- Process Inbox
- Student Information | General | Student Records Transfer
- System Administration | Data Utilities | Student Records Transfer

NOTE: User group tool rights must be given to allow access to any of these areas.

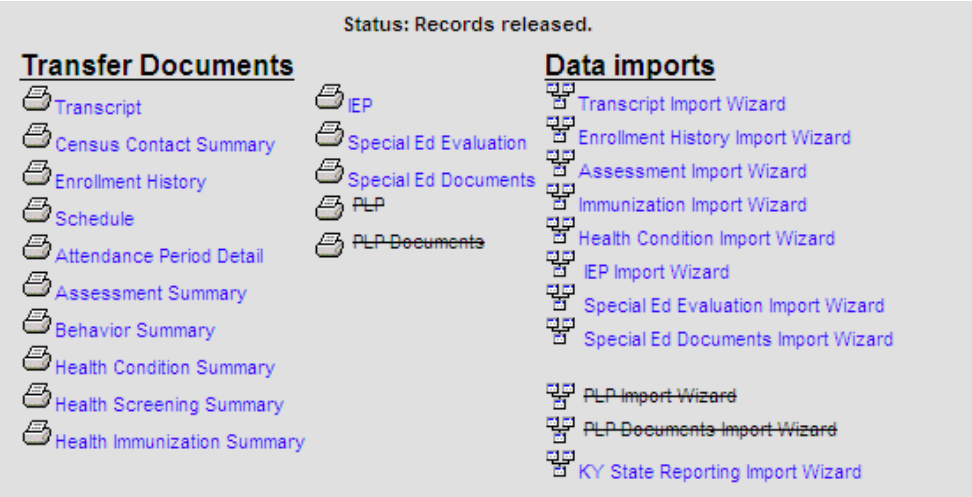
New District Process Inbox



1. Select the link

Transfer Documents are PDF documents available for download, saving and/or printing.

Data Imports are wizards that can be ran to transfer data directly from the former district database to the new district database.



NOTE: If an item has been crossed out such as ~~PLP Import Wizard~~ above, then the student's record did not contain this item in the former district.
NOTE: Be aware that running import wizards multiple times for a student can result in duplicate records.

Data imports relevant to Special Education:

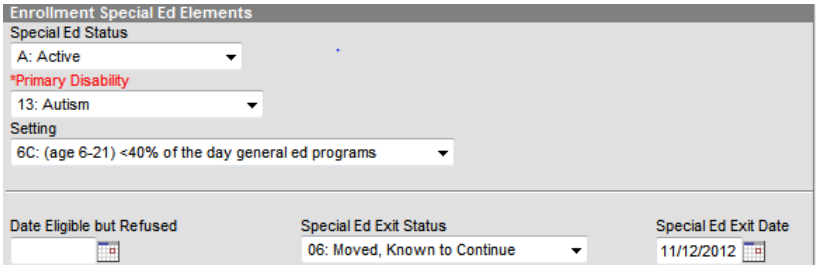
This import wizard will allow user to select any previous enrollments for students that need to be imported into the new district database.

Enrollment History Fields		
Calendar Name	End Status	
District Name	Grade	Start Date
End Comments	Service Type	Start Status
End Date	Start Comments	

This import wizard will import student data elements from former district found on the Enrollment Tab |State Reporting Section and Special Ed Section into the new district database.

KY State Reporting Fields (relevant to SPED)		
State Exclude	Special Ed Status	Date Eligible but Refused
Resident District	Primary Disability	Part C ID
Home Language	Secondary Disability	Special Ed Exit Status
Economic Indicator	Setting	Special Ed Exit Reason

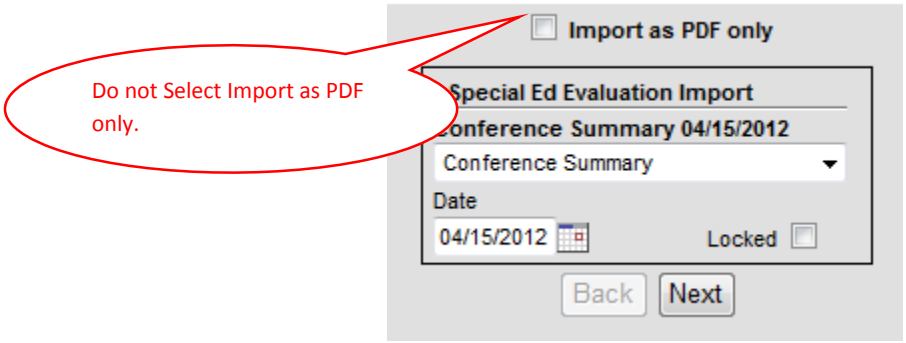
Using this wizard the receiving district can change the special education status to "Active" in the Special Education section of the Enrolments.
Receiving districts can also remove the SpEd Exit Status and SpEd Exit Date using this wizard as well.



NOTE: If former district marked student's Special Ed Status to Inactive before releasing records, this will need to be changed to Active in new district database student record.

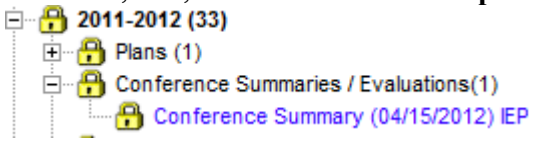
Special Ed Evaluation Import Wizard

This import wizard will import the student's most recent 'locked' Conference Summary from the former district to the new district database. When complete, the Conference Summary will be available as an editor in the student record, Special Ed | Documents Tab.



1) Select the **Locked** indicator, if the Conference Summary needs to be imported as a locked evaluation
2) Click Next
3) Click OK on dialog box

4) Verify in student record that the Conference Summary is now available as an editor based document; also, **mark Evaluation Complete if Locked was not selected in previous screen**.

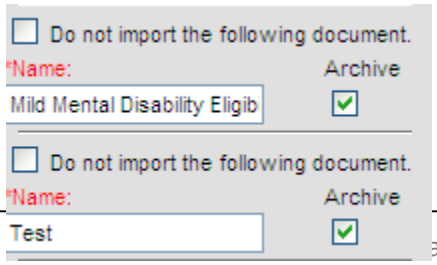


NOTE: If 'Import as PDF only' is selected, the document will be imported as a PDF, not as an editor based document.

Special Ed Documents Import Wizard

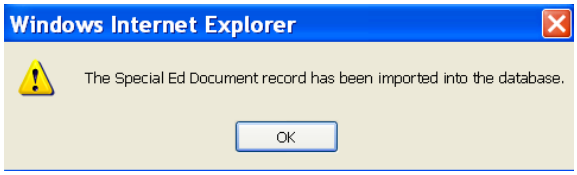
This import wizard will import any special education FDF documents (non-editor based) attached to the student's record from the former district to the new district database. When complete, the documents will be available as PDFs in the student record, Special Ed | Documents Tab.

NOTE: If former district student record has an 'unlocked' IEP at time of transfer records, the former district IEP will only be available here to import as a PDF document.



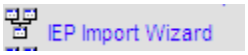
1) Select any documents that do not need to be imported by selecting the 'Do not import the following document indicator.

2) Deselect **Archive** indicator if the document does not need to be archived when imported.
3) Save
4) Click 'OK' on dialog box

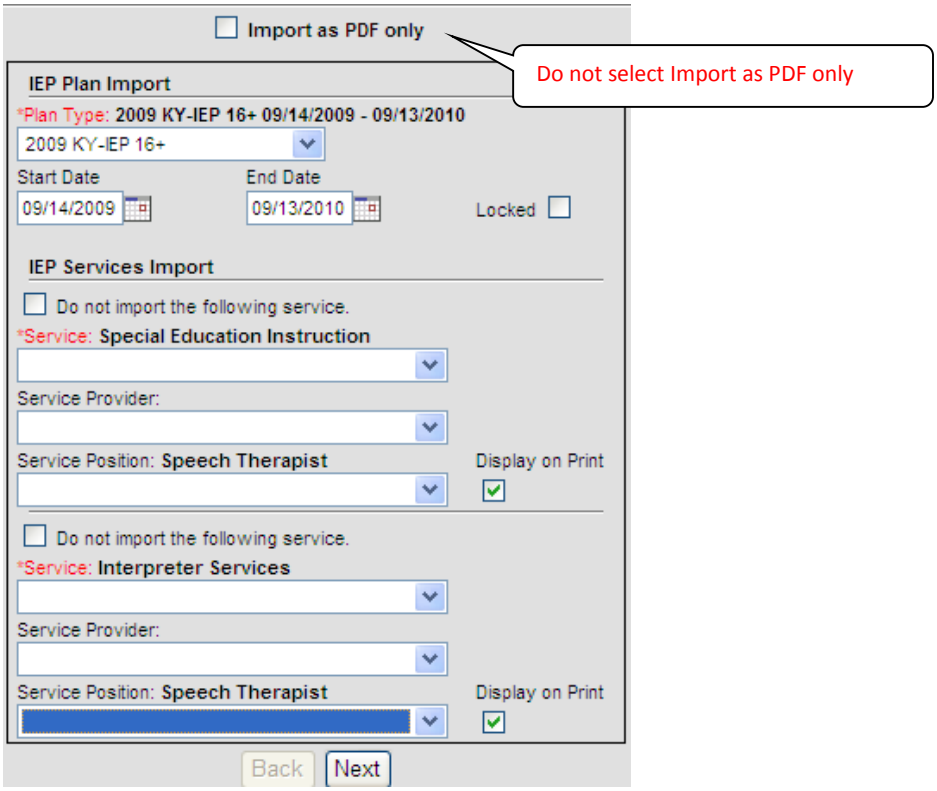


5) Verify in student record that requested documents are now available in student record.

NOTE: These documents will open outside the IC system into Adobe; therefore, no changes can be made to the document; user will have the ability to save to desktop or print.



This import wizard will import the student's most recent 'locked' KY IEP from the former district to the new district database. When complete, the KY IEP will be available as an editor in the student record, Special Ed | Documents Tab.



1) Listed to import will be IEPs with Services and/or Related Services that are locked and attached to the student's former district record

2) Select the **Locked** indicator, if the KY IEP needs to be imported as a locked plan
3) Each **Service** must be mapped to a service within your district by selecting the appropriate from the drop list

4) Each **Position** can be mapped to a provider or position within you district by selecting the appropriate from the drop list
5) Click Next, IEP will be imported
6) Select OK

7) Verify in student record that the KY IEP is now available as an editor based document

8) Mark Plan Complete in the Education Plan editor if **Locked** was not selected in previous screen.

1-E	Behavior Management
Campus Path: Student Information > Behavior > Admin > Event Types	

Behavior Management Tool should be utilized to document behavior incidents, behavior events, behavior resolutions and behavior responses.

For more information about behavior data should be entered into IC see the link below.

http://education.ky.gov/districts/tech/sis/Documents/DataStandardBehavior.pdf

1-F KDE Custom Discipline Reports

Campus Path: KY State Reporting > KDE Reports > SPED EOY Behavior Data

Removal Report: Report of behavior removals of Special Education students from their regular setting; this includes SSP3 (out of school suspension) and INSR (In-School Removal)

Expulsion Report: Report of behavior resolutions of SSP1 (Expulsion, Receiving Services) and SSP2 (Expulsion, not Receiving Services). This report includes ALL students (special education and regular education)

KDE is now using information from the Safe Schools Report.
KDE will pull this information using the Safe Schools Report June 30th.

Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
State ID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Birth date	Census>People>Person Information>Birth Date
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Special Ed Status	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Special Ed Status
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
State Resolution Code=SSP1, SSP2, SSP3, INSR	Student Information>General>Behavior Tab
Resolution Length School Days	Calculated field based on Resolution Start and End Timestamp
Resolution Start Time Stamp	Student Information>General>Behavior Tab>Resolution Start Date and Time
Resolution End Time Stamp	Student Information>General>Behavior Tab>Resolution End Date and Time

1-G State and Federal Reports

Campus Path: KY State Reporting > IDEA Dec 1 Count Extract

IDEA December 1 Child Count

Due to KDE December 15th

Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Date of Birth	Census>People>Person Information>Birth Date
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Placement (LRE/FAPE)	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Setting
Age (as of December 1st)	Census>People>Person Information>Birth Date
IEP Begin Date	Student Information>Special Education>Documents Tab>KY IEP Plan>Education Plan Editor>IEP Begin Date
IEP End Date	Student Information>Special Education>Documents Tab>KY IEP Plan>Education Plan Editor>IEP End Date
Re-evaluation due date	Student Information>Special Education>Documents Tab>Conference Summary>Eligibility/Continued Eligibility Editor > Eligibility Determination Date
State Grade	Student Information>General>Enrollment>Grade

1-H	Special Education Exit Report
Campus Path: KY State Reporting > Special Ed Exit Report	

Special Education Exit Report
Due to KDE July 31st

Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Date of Birth	Census>People>Person Information>Birth Date
Primary Disability	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Primary Disability
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
English Proficiency	Student Information>General>LEP Tab>English Proficiency
Special Education Exit Status	Student Information>Special Ed>Documents Tab>Enrollment Status Editor>Special Ed Exit Status
Age (age 14 or older as of December 1st)	Census>People>Person Information>Birth Date

1-I Special Education Evaluation Detail Report

Campus Path: KY State Reporting > KDE Reports > SpEd_Evaluation_Detail

Special Education Evaluation Detail Report pulls information for Indicator 11
DoSE to verify information and submit data to KDE by June 16th

Data Element	Data Path
District Number	System Administration>Resources>District Information>State District Number
School Number	System Administration>Resources>School>School Editor>School Detail>Location Number
SSID	Census>People>Person Identifiers>State ID
Last Name	Census>People>Person Information>Last Name
First Name	Census>People>Person Information>First Name
Gender	Census>People>Person Information>Gender
Race/Ethnicity	Census>People>Person Information>Race
Date of Birth	Census>People>Person Information>Birth Date
Date_of_Consent_for_initial_Evaluation	Student Information > Special Education > Documents> KY Consent
Date_of_Consent_for_SPED_Services	Student Information > Special Education > Documents> KY Consent
Reason_Missed_60_Day_timeline	Student Information > Special Education > Documents> KY Consent
Grade	Student Information > General > Enrollments
Evaluation Type = Initial	Student Information > Special Education > Documents> KY Consent
KY Consent = Locked	Student Information > Special Education > Documents> KY Consent

1-J First Steps Referral Process

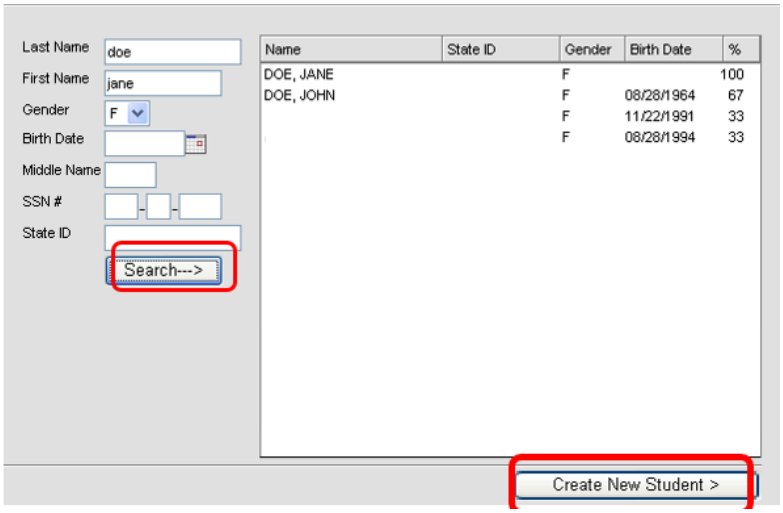
Campus Path: Student Information > Student Locator

First Steps Referral Process:

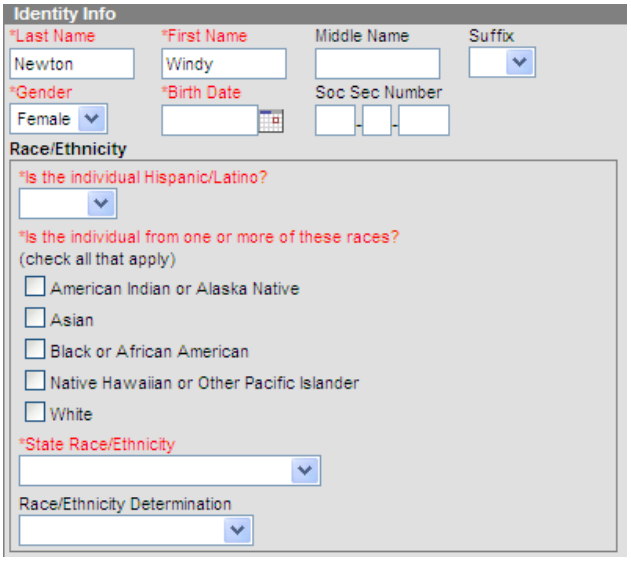
First Steps is Kentucky's early intervention program that provides services to families with children, age's birth to 3 who have developmental disabilities. This program receives federal funds under the Infants and Toddlers section in Part C of the Individuals with Disabilities Education Act (IDEA). The IDEA also funds programs for preschool and school age children ages 3 through 21 with disabilities under Part B of the Act.

Enroll the student at the school that they will or would attend if they qualify for services

- Student Information | Student Locator
- Enter appropriate search criteria, at minimum first name, last name and gender
- Click on Search for Student

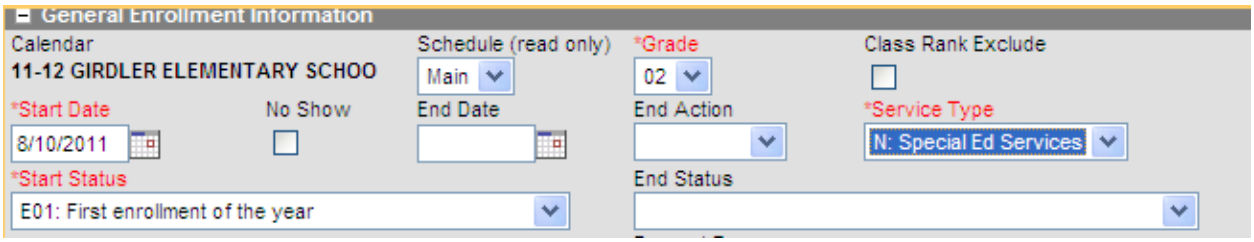


- Student will most likely not show up in the locator, if not select 'Create New Student'
- This process will create a new State ID for the child



- Enter the required data elements
  - Last Name

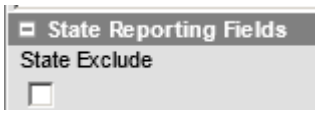
- First Name
- Gender
- Birth Date
- Race/Ethnicity



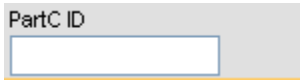
- **Calendar** will default to current school calendar
- **Schedule:** If the school only has one schedule structure called Main, assign the students to that schedule structure. If the school had multiple structures, the student's must be assigned to one schedule designated for preschool students.
- **Grade:** 95-Infant; 96-1 year old; 97-2 year old; 98-3 year old; 99-4 year old, this *age is the student's age as of the August 1st.*
- **Start Date:** Enter the date the student will be evaluated, this date may change later as to the date services begin.
- **Start Status**: Select E01: First enrollment of the year
- **Enrollment Status**: Select N: Special Ed Services Only
- **Save**

Student Information > General > Enrollment Tab > State Reporting Section

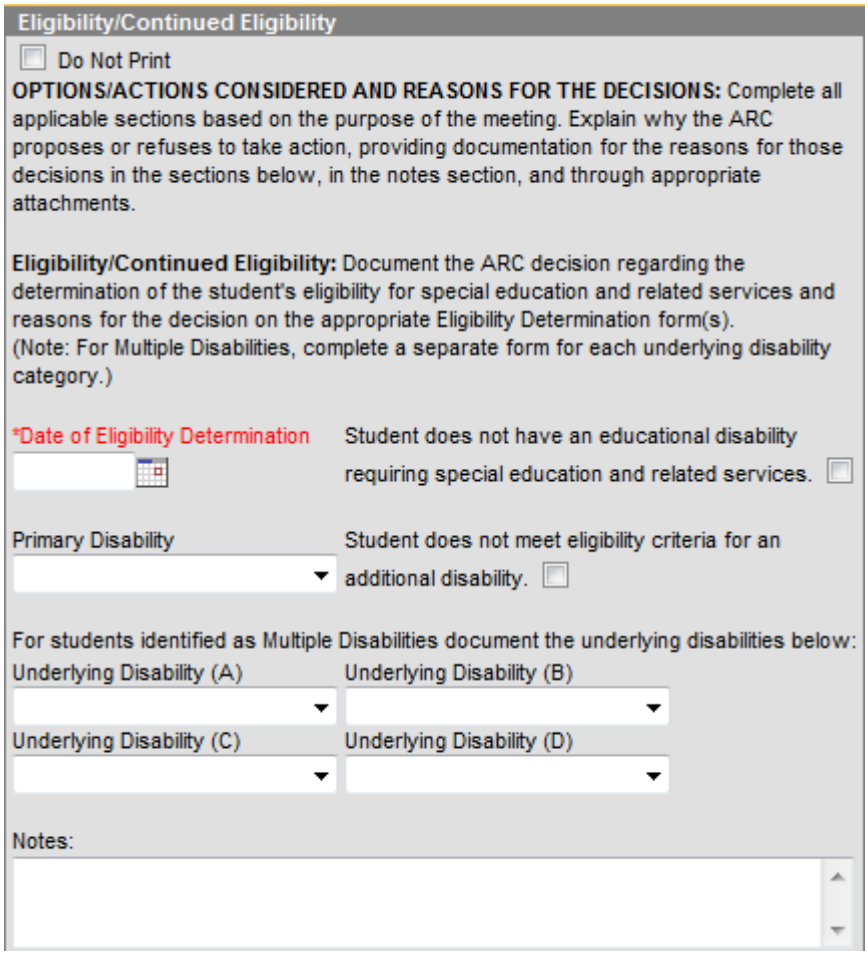
- *Note* Do not Select the **State Exclude check box**



- Student Information | General | Enrollment Tab | Special Education Section
- Enter student's Part C ID



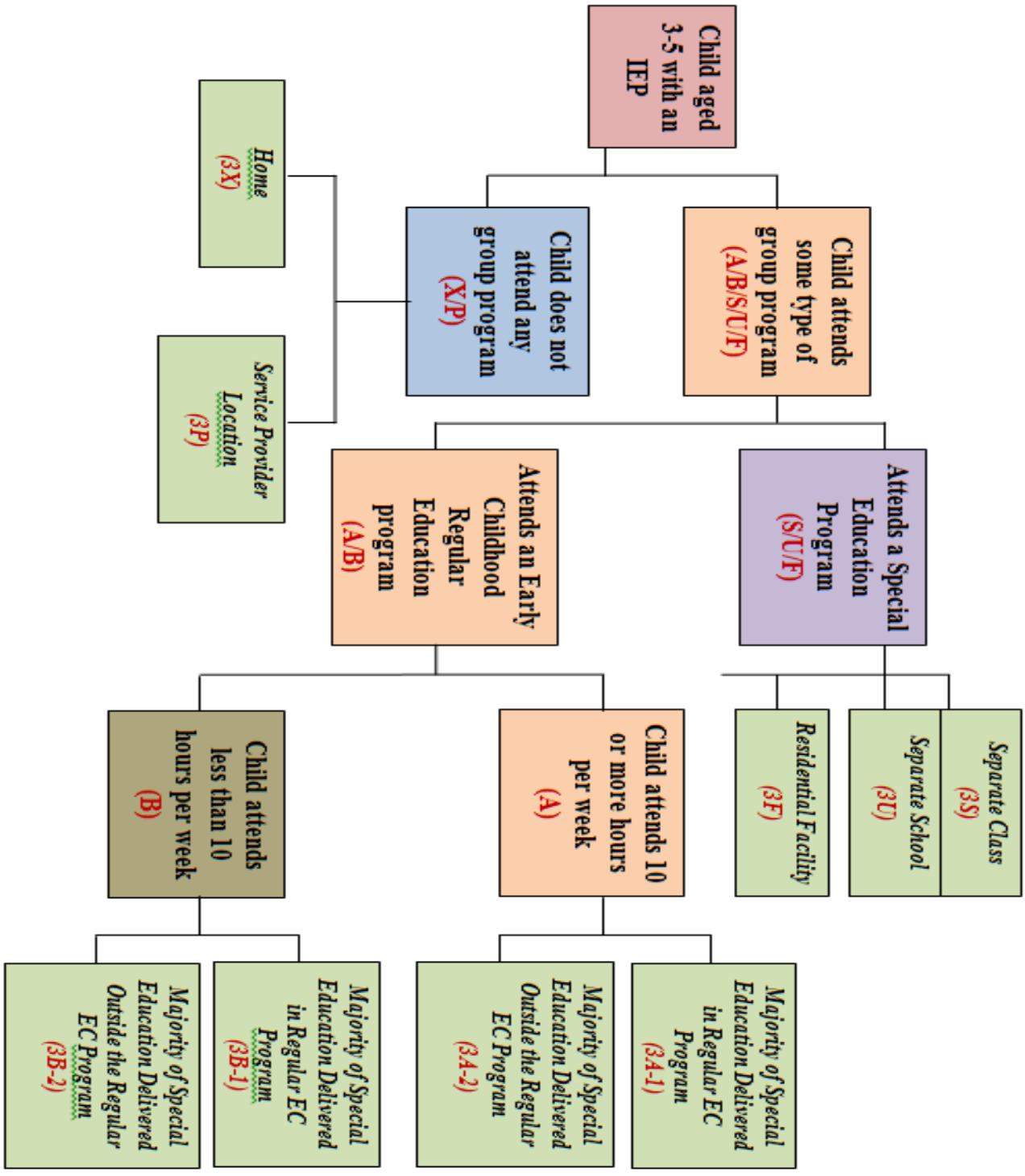
- Upon Consent from Parent
- Student Information | Special Education | Documents Tab
- Complete Conference Summary | Eligibility / Continued Eligibility Editor



- Change Enrollment Start Date to reflect the date the student begins receiving services, i.e., the start date of the KYIEP
- Deselect State Exclude Option

If student is found 'Not Eligible', end date the enrollment, as of the evaluation date OR the start date of enrollment and end status = C01. Then mark the student's Special Education Status as N: Not Eligible. This should also be documented on the Conference Summary.

1-K	LRE Flowchart for 3-5 year olds
Campus Path:	



Clarification of Placement Codes for ages 3-5

1) By **March 1**, annually a district will determine if its preschool program for the following school year is a *Regular Early Childhood Program* or a *Special Education Early Childhood Program*. This determination is based on the answer of these two questions:

a. Is the early childhood program designed for typically developing same aged peers?

b. Are the majority of the children ages 3 through 5 currently enrolled in the preschool program (after the January-February supplemental 3 count) children without IEPs? (*This count includes all children ages 3 through 5 including any kindergarten child who was 5 years old as of October 1 of the current school year.)*

2) If the district can answer yes to **both** of these questions, its preschool program is defined as a Regular Early Childhood Program until March 1 of the following school year the next time it makes its annual determination, otherwise the program is defined as a Special Education Early Childhood Program.

3) The district reports this Program Determination on its Annual Performance Report on June 30.

4) LRE Settings should be based on the Program Determination described above in effect on the date of the ARC.

a. For Districts that have determined their Preschool Program is a *Regular Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3A1, 3A2, 3B1,** or **3B2**.

b. For districts that have determined their Preschool Program is a *Special Education Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3S - Separate Class, 3U - Separate School** or **3F - Residential Facility**.

EXCEPTIONS:
If a district has determined its program is a *Regular Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **with** an IEP, the LRE Setting for this child shall be reported as a **3S - Separate Class**. When a district has determined its program is a *Special Education Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **without** an IEP, the LRE Setting for this child may be reported as either **3A1, 3A2, 3B1,** or **3B2** based on the amount of time the child attends the program per week and where the majority of special educations services are provided as described above in item 4.

NOTE: LRE Settings do not change once IEP is created, locked and saved regardless of Program Determination.

General Instructions for Determining the Appropriate Placement

With the December 1, 2010 Child Count, the Individuals with Disabilities Education Act has changed the settings designated for children and youth with disabilities ages 3-5. Below is listing of the new placement options.

1. The first factor to consider is whether the child is attending a Regular Early Childhood Program as defined below:
   A ***Regular Early Childhood Program*** is a program that is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities and includes (*at the time of the placement decision)* a majority of at least 50 percent of nondisabled children (i.e., children without an IEP). This may include Head Start; Kindergarten, Preschool classes, private kindergartens or preschools, and group child development centers or child care.

   If a child is attending a Regular Early Childhood Program, s/he is to be reported in one of the boxes labeled **3A1, 3A2, 3B1**, or **3B2**.

   Children attending a Regular Early Childhood Program are classified into two sub-categories. **3A:** Those attending a Regular Early Childhood Program at least 10 hours per week and **3B:** Those attending a Regular Early Childhood Program less than 10 hours per week.

   If the child attends a Regular Early Childhood Program ***at least 10 hours per week***, the child must be reported as to whether s/he is receiving the majority of their special education and related services in the Regular Early Childhood Program **(3A1)** or in some other location **(3A2)**.

   If the child attends a Regular Early Child Program for ***less than 10 hours per week***, the child must be reported as to whether s/he is receiving the majority of their special education and related services in the Regular Early Childhood Program **(3B1)** or in some other location **(3B2)**.

2. If the child is NOT attending a Regular Early Childhood Program, then it must be determined if the child is attending a ***Special Education Program*** **(C)** or receives services through some alternative option A Special Education Program is a program designed specifically or primarily for children with disabilities ages 3-5 and includes less than 50% nondisabled children. Special Education Programs include separate special education classrooms in regular school buildings; trailers or portables outside regular school buildings; child care facilities; hospital facilities on an out-patient basis; and other community based settings. Other Early Childhood Special Education Programs include Separate Schools and Residential

Facilities that are designed specifically or primarily for children with disabilities ages 3-5.

If a child attends a Special Education Program in a class intended primarily for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Separate Class **(3S)** placement.

If a child attends a Special Education Program in a day school designed specifically for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Separate School **(3U)** placement.

If a child attends a Special Education Program in a residential school or residential medical facility on an impatient basis and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Residential Facility **(3F)** placement.

3. If a child is not attending either Regular Early Childhood Program or a Special Education Program, then you must select the category of program that best represents the specific environment in which the child receives the majority of their special education and related services. These ***Other Environments*** **(3X/3P)** include either the **Home (3X)** or a **Service Provider Location (3P)**.

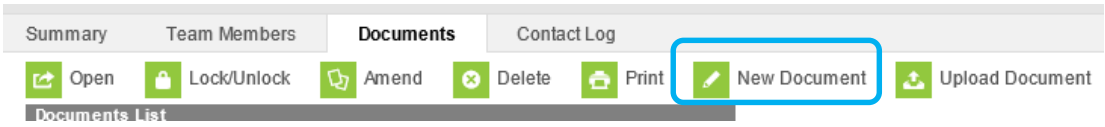
   If a child receives their special education and related services in the principle residence of the child's family or caregivers, and does not also attend either a Regular Early Childhood Program or a Special Education Program provided in a separate class, separate school, or residential facility, report this child as a Home **(3X)** placement.

   If a child receives all of their special education and related services in a Service Provider Location or some other location that is not in any other category, and does not also attend either a Regular Early Childhood Program or a Special Education Program and also did not receive special education and related services in the home, report this child as a Service Provider Location **(3P)** placement. A Service Provider Location would include services provided in a private clinician's offices, clinician's offices located in school buildings and hospital facilities on an outpatient basis. This includes students who come to the school for speech services only and do not meet the criteria for attending either a Regular Early Childhood Program or a Special Education Program.

1-L Referral for Evaluation

Campus Path: Student Information > Special Ed > Documents Tab > Simple Forms

Click **New Document** from the New Document Wizard



Click **New Simple Forms**

Select **Referral for Evaluation** from the drop down box

Referral for Evaluation

Student's Full Name:		SSID: 2120071810	
Date of Birth:		Gender: F	Race/Ethnicity:
Student Represented by:	☐ Parent ☐ Guardian ☐ Self ☐ Surrogate		
Does Student Live with Parents?	☐ YES ☐ No		
If No, With Whom Does the Student Live?:		Relationship:	
Note: If student lives with someone other than the parent, the *Determination of Parent Representative for Educational Decision Making* form must be completed and attached			
Parent/Guardian:			
Home Address:			
Home Phone:		Work Phone:	
Primary Mode of Communication of the Student:			
Primary Mode of Communication in the Home:			
General Education Teacher:		**Grade:** 10	
Referring Person/Title:			

Students Full Name: Auto-populates from Census

SSID: Auto-populates from Census

Date of Birth: Auto-populates from Census

Gender: Auto-populates from Census

Race/Ethnicity: Enter the student's Race/Ethnicity as entered into Census

Student Represented by: Select who represents the student in accordance with district procedures and the Student Representative Form.

Does Student Live with Parents? Select Yes or No

If No, Whom Does the Student Live? Enter full name

Relationship: Indicate the relationship to the student with whom he/she lives.

Parent/Guardian: Auto-populates from Household Information

Home Address: Auto-populates from Household Information

Home Phone: Auto-populates from Household Information

Work Phone: Auto-populates from Household Information

Primary Mode of Communication of the Student: Enter student's primary mode of communication

Primary Mode of Communication in the Home: Enter how the student communicates in the home

General Education Teacher: Enter student's general education teacher

Grade: Enter student's grade for current year

Referring Person/Title: Enter full name and title, may be someone within school or outside the school district

Major Areas(s) of Concern: Check each reason for referring this student:

- ☐ Communication
  - ☐ Communicates Basic Needs and Wants
  - ☐ Articulation
  - ☐ Knowledge of Sound/Letter Association
  - ☐ Other Specify:
  - ☐ Expressive Language
  - ☐ Voice Quality
  - ☐ Receptive Language
  - ☐ Other Specify:
- ☐ Academic Performance
  - ☐ Oral Expression
  - ☐ Written Expression
  - ☐ Reading Comprehension
  - ☐ Mathematics Calculation
  - ☐ Other Specify:
  - ☐ Listening Comprehension
  - ☐ Basic Reading Skills
  - ☐ Reading Fluency
  - ☐ Mathematics Reasoning and Application
  - ☐ Other Specify:
- ☐ Health, Vision, Hearing and Motor Abilities
  - ☐ Gross Motor Skills
    - ☐ Body Control
    - ☐ Locomotion
  - ☐ Vision
  - ☐ Developmental History
  - ☐ Other Specify
  - ☐ Fine Motor Skills
    - ☐ Perceptual Motor
    - ☐ Sensory
  - ☐ Hearing
  - ☐ Other Specify
- ☐ Social and Emotional Status
  - ☐ Interaction with Peers
  - ☐ Interaction with Adults
  - ☐ Acceptance of Rules
  - ☐ Acceptance of Correction
  - ☐ Acceptance to Disappointment
  - ☐ Self Help Skills/Play Skills
  - ☐ Team/Membership
  - ☐ Other Specify:
  - ☐ Mood Swings
  - ☐ Repetitive Behaviors
  - ☐ Self Concept
  - ☐ Inactivity or Withdrawal
  - ☐ Cooperation
  - ☐ Self Control
  - ☐ Expression of Feelings/Affect
  - ☐ Other Specify:
- ☐ General Intelligence
  - ☐ Understanding New Concepts
  - ☐ Interpreting Data to Make Decisions
  - ☐ Comparing/Contrasting Ideas of Objects
  - ☐ Perceptual Discrimination
  - ☐ Other Specify:
  - ☐ Predicting Events/Results
  - ☐ Problem Solving
  - ☐ Applying Knowledge
  - ☐ Memory
  - ☐ Other Specify:

☐ Work Skills/Technical/Vocational Functioning

☐ Attending to Task	☐ Punctuality
☐ Following Directions	☐ Completing Work
☐ Independent Work Habits	☐ Organizing Materials/Belongings
☐ Seeking Assistance When Needed	☐ Using Technology to Gather/Organize Info
☐ Using Research Tools Effectively	☐ Identifying Preferences/Interests
☐ Maintaining Physical Stamina	☐ Recognizing Personal Limitations
☐ Having Realist Vocational Goals	☐ Other Specify
☐ Other Specify	

Major Areas(s) of Concern: Check each reason for referring this student and specify when "Other" is selected. For Children 0-5 who have been identified and served through early intervention, include current concerns.

Specialized Equipment Used by Student:		

Specialized Equipment Used by Student: Indicate any specialized equipment **currently** being used by the student, such as glasses, hearing aids, wheelchair, leg braces, etc.

School Information:

Number of Schools Attended to date:

Year and Grade:					
Days Enrolled					
Number of Absences	Excused				
	Unexcused				
Number of Tardies	Excused				
	Unexcused				

Years in School Including Current Year:	Years in Primary Program Including Current Year:	Repeated Grades:

Number of Schools Attended to date: Enter the number of schools the child has attended, if child is less than school age, enter N/A

Year and Grade: Enter current year and grade

Days Enrolled: Enter number of days enrolled in current school for current year

Number of Absences: Enter the number of excused and unexcused absences for current year

Number of Tardies: Enter the number of excused and unexcused tardies for current year

Years in School including Current Year: Enter the number years in grades 04-12

Years in Primary Program including Current Year: Enter the number years in grades K-03

Repeated Grades: Enter number of times student repeated a grade

Summary of Most Recent Grades (Provide Current or Most Recent Grades the Student Received by Content):

Reading		English		Other	
Spelling		Science		Other	
Math		Social Studies		Other	

Summary of Most Recent Grades: Enter current or most recent grades student received for each content area

Summary of Standardized Group Test Data (Attach copies):

Achievement:	Test Name:		Date:
Reading	Math	Language	Spelling

Summary of Standardized Group Test Data: Enter current or most recent results from tests, such as, MAPS, GRADE, CTBS, G-MADE, etc.

Physical Functioning:

Attach documentation for results of each screening. (*Required when Specific Learning Disability is suspected

VISION*	HEARING*	SPEECH	MOTOR*
Screening Date: ☐ Passed ☐ Failed	Screening Date: ☐ Passed ☐ Failed	Screening Date: ☐ Passed ☐ Failed	Screening Date: ☐ Passed ☐ Failed

Describe any Existing Medical Health Conditions Below:
Is Student Currently on Medication?: ☐ Yes ☐ No Specify Type and Dosage Below:

Screening Information: Enter Screening Dates and indicate pass or fail. *Vision, Hearing and Motor screening is required when SLD is suspected.

Medical Health Conditions: Describe any existing health conditions

Medications: Indicate if student is currently on any medication, if yes, list prescription and non-prescription medications the child is currently taking on a regular basis.

Summary of Past and Present Support:

Has this student been evaluated for special education previously? ☐ Yes ☐ No
If yes, • When was the student evaluated? • What was the suspected area of disability?
What services is this student receiving or what services has this student received in the past? For the services below, Enter **[C]** if currently receiving or **[P]** if the service was provided in the past

Limited English Proficient	Migrant	Title 1	Speech Language	504	Extended School Services	Gifted and Talented

Involvement with Outside Agency(ies): ☐ Yes ☐ No Agency:
Describe services that are being provided to this student by agency(ies) listed above:

Has student been evaluated for special education previously? Indicate if student was previously evaluated and determined ineligible OR if student previously received special education and was released

If Yes: Enter date the student was evaluated and the suspected disability

Indicate what services the student currently receives or has received in the past: C if currently receiving OR P if services provided in the past

Involvement with Outside Agencies: Indicate any agency (ies) student has been involved with, such as, Pathways, Inc., IMPACT, Comprehend, Commission for Children with Special Health Care Needs, First Steps, VIPS, etc.

Describe services provided by agencies

INTERVENTION STRATEGIES

Name:	DOB: 08/20/1994	School Year:
Grade Level: 09	Teacher:	
School:		

School Year: Enter school year in which intervention was provided

Teacher: Indicate teacher providing intervention(s)

School: Indicate school in which student received intervention(s)

Documentation of Student Progress (Scores from District Universal Screenings):

Test Name:			
Reading:	Math:	Language:	Behavior:
Date:	Date:	Date:	Date:
Test Name:			
Reading:	Math:	Language:	Behavior:
Date:	Date:	Date:	Date:

Complete this section in accordance with district procedures to document patterns of progress and Rate of Improvement.

Interventions Implemented: (Documentation of Progress Data Must be Attached)

Targeted Area	Strategies/Interventions	Start Date	End Date	Impact on Targeted Area

For children 0-5 years that have been identified and served through early intervention, include a description of interventions. For children who have not been enrolled in an early intervention program, include the parent's description of any intervention. Parent(s) are not required to document specific strategies

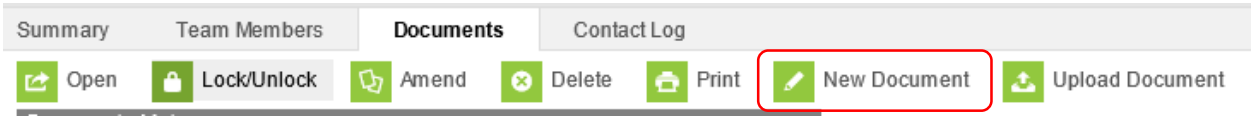
Complete at ARC meeting to discuss referral:	
☐ This referral, as reviewed by the ARC, indicates a suspected disability and there is a need for an individual evaluation.	
☐ This referral, as reviewed by the ARC, does not indicate a suspected disability and there is not a need for an Individual evaluation.	
☐ This referral, as reviewed by the ARC, does not include sufficient information to determine a suspected disability and the need to initiate a full and individual evaluation. The ARC has determined the information needed to be collected, and will reconvene on	
Date of ARC Decision:	
Signature of LEA Representative:	

Check the appropriate findings, document Date of ARC Decision and Signature of LEA Representative.

1-M	KY Consent

Campus Path: Student Information > Special Education > Documents Tab

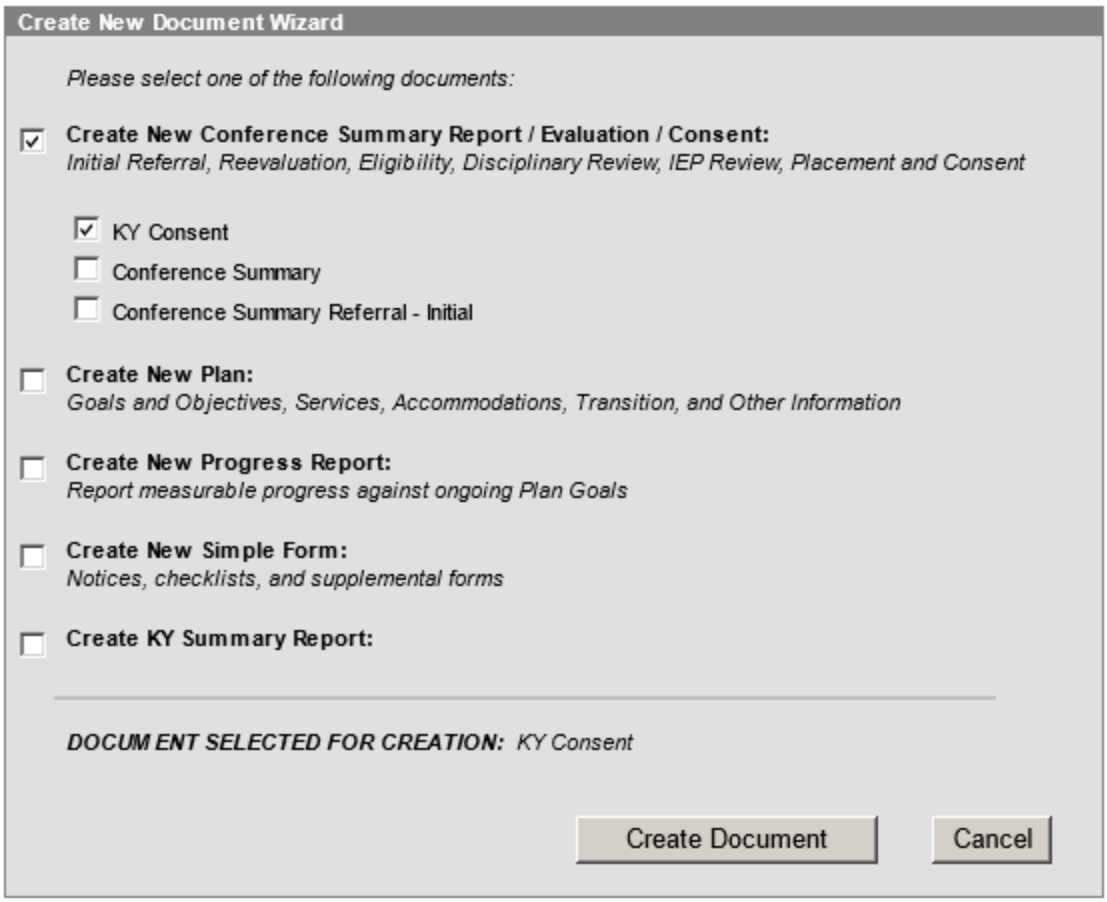
Click **New Document** from the New Document Wizard



Check the box next to 'Create new Conference Summary Report / Evaluation / Consent:

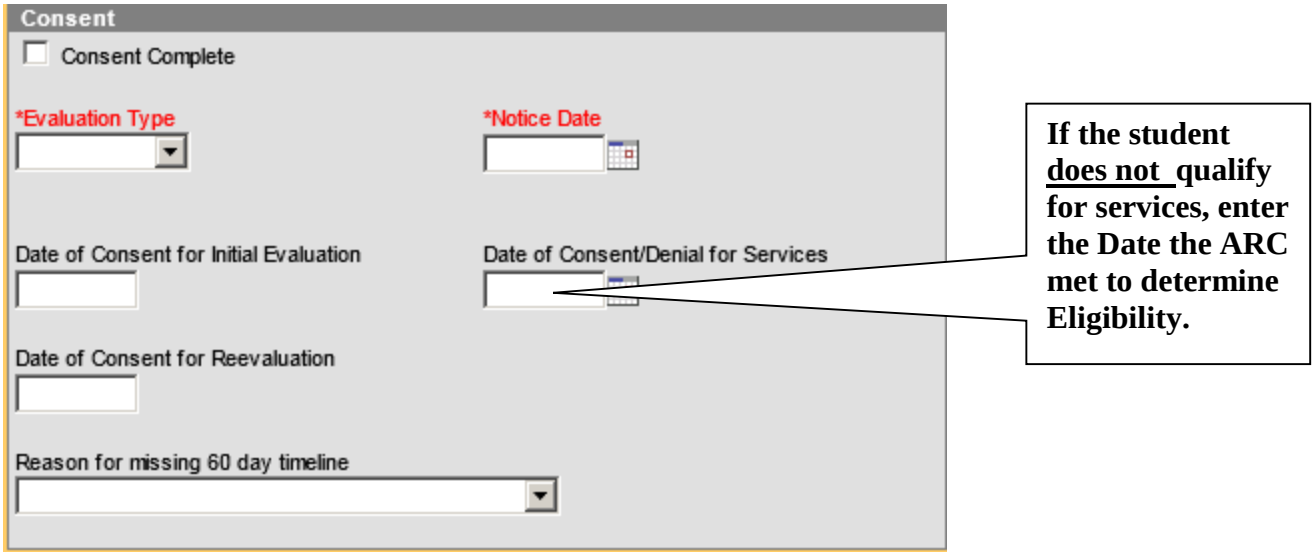
Check the box next to KY Consent

Click the **Create Document** button



Consent Editor:

Initial Evaluations



Evaluation Type: Select Initial or Reevaluation

Notice Date: The notice date is the date KY Consent form was created.

*Note: This date is required and auto populates with the date the KY Consent was created.

Date of Consent for Initial Evaluation: This is the date the Consent to Evaluate/Reevaluate form was signed by the parents to conduct the Initial Evaluation.

*Note: This date is required and auto populates from the previous KY Consent form.
*Note: For initial Evaluations this field must be completed to lock the form using the **Consent Complete** check box.

Date of Consent for Services: This is the date the parent signs the Consent for Special Education and Related Services Form OR If the student does not qualify for services enter the Date the ARC met to determine Eligibility.

Date of Consent for Reevaluation: This is the date the parent signs the Consent to Evaluate/Reevaluate form.

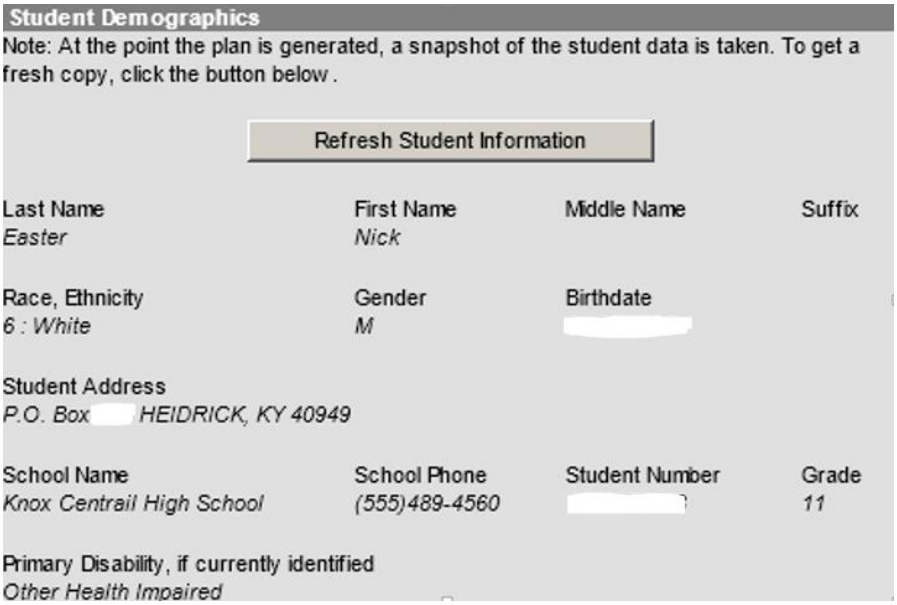
*Note: For Reevaluations this field must be completed to lock the form using the **Consent Complete** check box.

Reason for missing 60 day timline: If the Date of Consent for Initial Evaluation is greater than 60 school days from the date of the Consent for Services then a reason for missing the 60 day timline must be selected.

*Note: Only one reason can be selected. Selecte the primary reason for missing the 60 day timeline.

Click save and continue button

Student Demographics Editor:



1. Click the "Refresh Student Information" button.

Refresh Student Information: Demographic data will be populated/updated with Census data

Primary Disability auto populates from the student's current, locked Conference Summary | Eligibility/Continued Eligibility editor, if applicable.

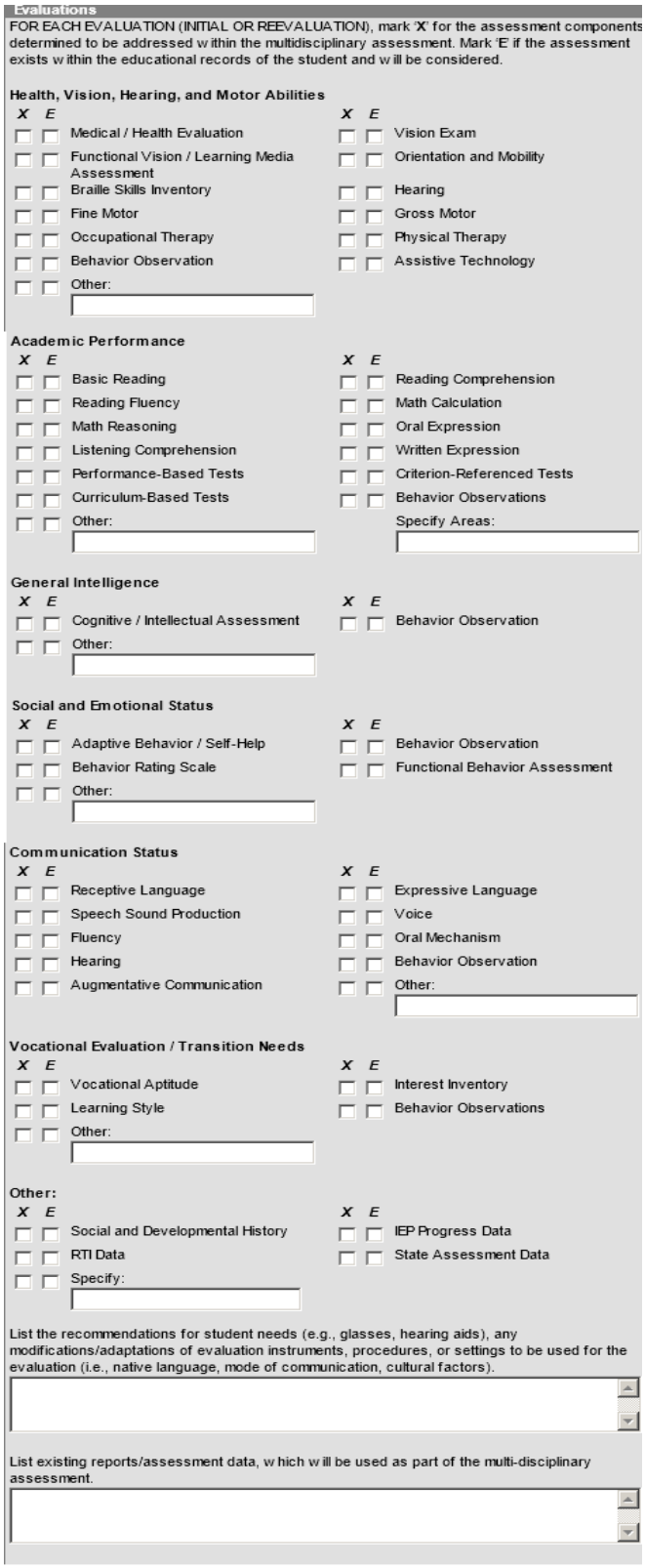
Click save and continue button

Evaluations Editor:

The Evaluations Editor is the Evaluation Planning section (page 1) of the Consent to Evaluate/Reevaluate Form. In this editor FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered. Also information about recommendations for student needs and existing reports/assessment data that will be used will go in to the text boxes at the bottom of this editor.

Click save and continue button

Evaluations Editor:



Evaluations

FOR EACH EVALUATION (INITIAL OR REEVALUATION), mark 'X' for the assessment components determined to be addressed within the multidisciplinary assessment. Mark 'E' if the assessment exists within the educational records of the student and will be considered.

Health, Vision, Hearing, and Motor Abilities

X	E		X	E	
☐	☐	Medical / Health Evaluation	☐	☐	Vision Exam
☐	☐	Functional Vision / Learning Media Assessment	☐	☐	Orientation and Mobility
☐	☐	Braille Skills Inventory	☐	☐	Hearing
☐	☐	Fine Motor	☐	☐	Gross Motor
☐	☐	Occupational Therapy	☐	☐	Physical Therapy
☐	☐	Behavior Observation	☐	☐	Assistive Technology
☐	☐	Other:			

Academic Performance

X	E		X	E	
☐	☐	Basic Reading	☐	☐	Reading Comprehension
☐	☐	Reading Fluency	☐	☐	Math Calculation
☐	☐	Math Reasoning	☐	☐	Oral Expression
☐	☐	Listening Comprehension	☐	☐	Written Expression
☐	☐	Performance-Based Tests	☐	☐	Criterion-Referenced Tests
☐	☐	Curriculum-Based Tests	☐	☐	Behavior Observations
☐	☐	Other:			Specify Areas:

General Intelligence

X	E		X	E	
☐	☐	Cognitive / Intellectual Assessment	☐	☐	Behavior Observation
☐	☐	Other:			

Social and Emotional Status

X	E		X	E	
☐	☐	Adaptive Behavior / Self-Help	☐	☐	Behavior Observation
☐	☐	Behavior Rating Scale	☐	☐	Functional Behavior Assessment
☐	☐	Other:			

Communication Status

X	E		X	E	
☐	☐	Receptive Language	☐	☐	Expressive Language
☐	☐	Speech Sound Production	☐	☐	Voice
☐	☐	Fluency	☐	☐	Oral Mechanism
☐	☐	Hearing	☐	☐	Behavior Observation
☐	☐	Augmentative Communication	☐	☐	Other:

Vocational Evaluation / Transition Needs

X	E		X	E	
☐	☐	Vocational Aptitude	☐	☐	Interest Inventory
☐	☐	Learning Style	☐	☐	Behavior Observations
☐	☐	Other:			

Other:

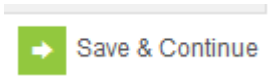
X	E		X	E	
☐	☐	Social and Developmental History	☐	☐	IEP Progress Data
☐	☐	RTI Data	☐	☐	State Assessment Data
☐	☐	Specify:			

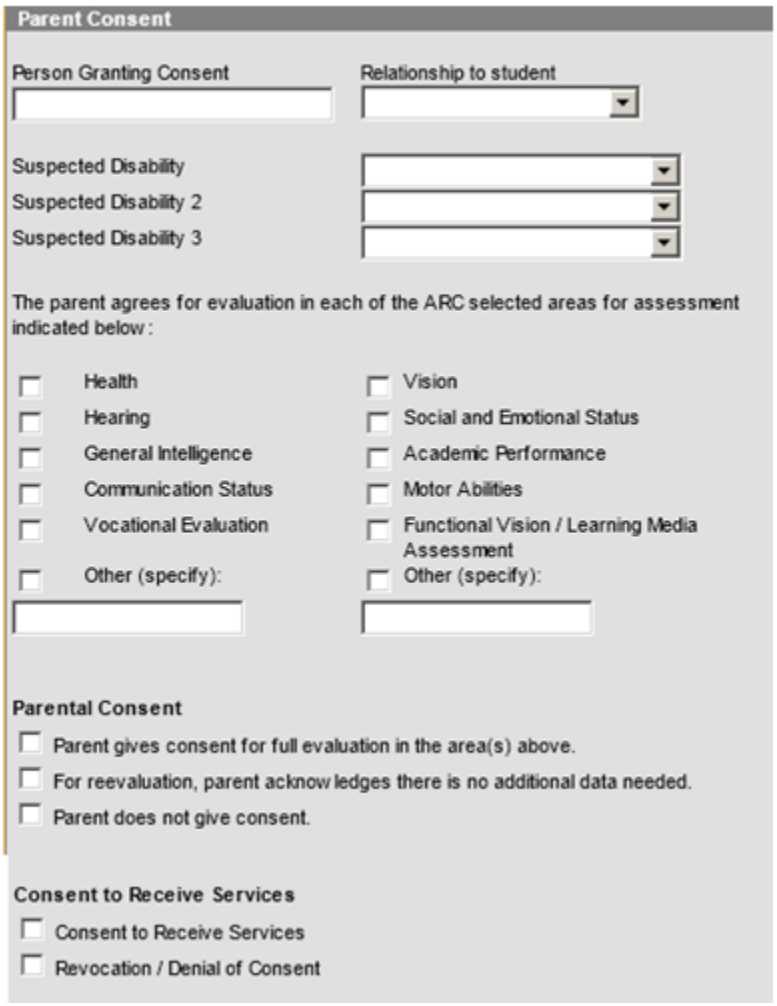
List the recommendations for student needs (e.g., glasses, hearing aids), any modifications/adaptations of evaluation instruments, procedures, or settings to be used for the evaluation (i.e., native language, mode of communication, cultural factors).

List existing reports/assessment data, which will be used as part of the multi-disciplinary assessment.

Parent Consent Editor:

The Parent Consent Editor is the Parent Consent section (page 2) of the Consent to Evaluate/Reevaluate Form. **Upon completion, click *Save & Continue***





Person Granting Consent: Type the name of the person granting consent for evaluation/reevaluation in to the following text box.

Relationship to Student: Select the relationship of the Person Granting Consent to the student.

Suspected Disability:
For a reevaluation select the appropriate disability from the drop down menu.
If an initial evaluation, select the suspected disability from the drop down menu**.**

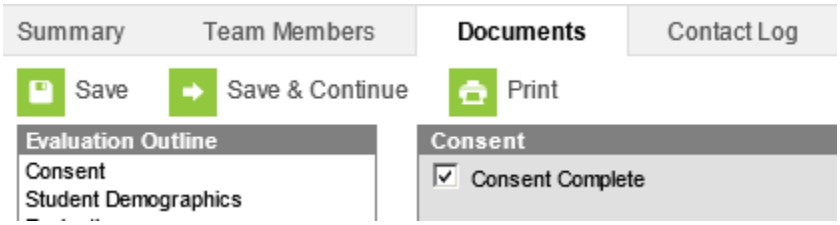
Suspected Disability 2-3:
For a reevaluation leave these options blank.
If an initial evaluation then select additional suspected disabilities from the drop down menu**.**

Agreement of Assessment area(s) checks boxes:
Place a check box in each of the ARC selected areas for assessment that the parent has agreed to for evaluation.
Parent Consent Options: Parental consent options are selected for consent for evaluation. Select only one of the following options.

Consent to Receive Services Options: select one of the following options if the parent either choses to consent for their child to receive services or if the parent revokes or denies consent to receive services.

1) To lock the document you must click on the check box next to Consent Complete

2) Click the "Save" button



1-N Eligibility Forms

Campus Path: Student Information > Special Ed > Documents Tab

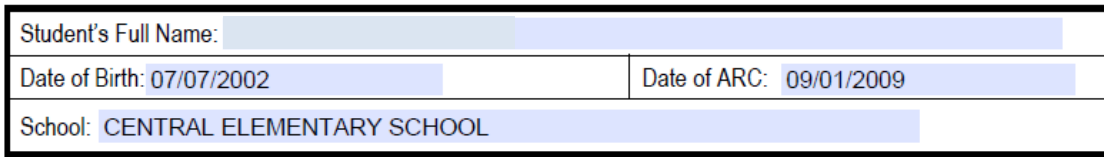
Eligibility Forms

The Eligibility Determination Forms document the Admissions and Release Committee's determination of the child's disability for which eligibility requirements for special education and related services have been met. The ARC completes the appropriate eligibility form(s) based on a review of the student's evaluation procedures, tests, records, or reports.

Each disability has a corresponding eligibility form that must be completed on a student with a suspected disability to determine eligibility. The forms are as follows:

- Autism Eligibility Form
- Deaf/Blind Eligibility Form
- Developmental Delay Eligibility Form
- Emotional Behavioral Disability Eligibility Form
- Functional Mental Disability Eligibility Form
- Hearing Impaired Eligibility Form
- Mild Mental Disability Eligibility Form
- Multiple Disabilities Eligibility Form
- Other Health Impaired Eligibility Form
- Orthopedically Impaired Eligibility Form
- Specific Learning Disability Eligibility Form
- Speech/Language Eligibility Form
- Traumatic Brain Injury Eligibility Form
- Visually Impaired Eligibility Form

While there are some content consistencies across the eligibility forms, each form may also have unique criteria specific to the disability. All eligibility forms include these components:



Students Full Name: Auto-populates from Census

Date of Birth: Auto-populates from Census

School: Auto-populates from Enrollment

Date of ARC: Enter the date (MM/DD/YY) of the ARC meeting.

Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).

Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.

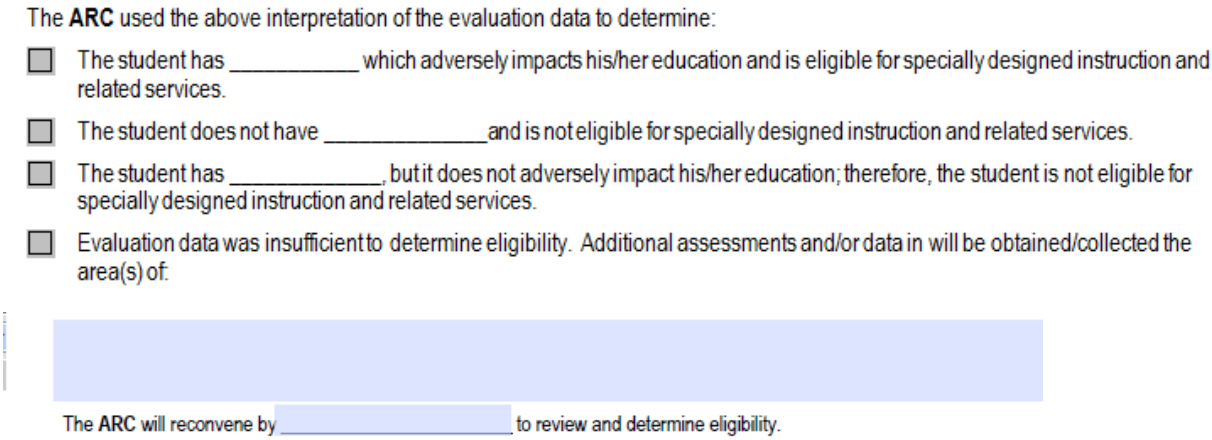
Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Select if evaluation information confirms there is an adverse effect on educational performance. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions

Select if evaluation information supports the determination that **lack of instruction in reading and/or math** was **not** the determinant factor in the eligibility decision. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions

Select whether or not evaluation information supports the determination that **limited English proficiency was not the determinant factor** in the eligibility decision. The ARC selects Y for Yes, N for No, or Insufficient for lack of evaluation data to support the eligibility decisions.

Supporting Evidence: Document supporting evidence used and found during the determination of eligibility process



The ARC used the above interpretation of the evaluation data to determine: select the appropriate statement.

Evaluation data was insufficient to determine eligibility: select this statement, if the ARC determines that additional data/assessments need to be obtained and select a date to reconvene the ARC meeting to discuss the information.

Document date in which the ARC will reconvene to review and determine eligibility.

Autism Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1a.	The student has a developmental disability, generally evident before age 3, significantly effecting verbal and nonverbal communication (must be present for eligibility), and
☐ Y ☐ N ☐ Insufficient	1b.	The student has a developmental disability effecting social interaction (must be present for eligibility), and
☐ Y ☐ N ☐ Insufficient	2.	The student's deficits are not primarily the result of an emotional-behavior disability.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Deaf-Blindness Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1a.	Student has a Hearing Impairment; and (Attached Hearing Impairment Eligibility Form)
☐ Y ☐ N ☐ Insufficient	1b.	Student has a Visual Impairment. (Attached Visual Impairment Eligibility Form)
☐ Y ☐ N ☐ Insufficient	2.	The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for the children with visual impairment or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Developmental Delay Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1.	Student is three (3) through eight (8) years of age. *(Note: Eligibility for DD ends on the child's 9th birthday.)*			
☐ Y ☐ N ☐ Insufficient	2.	Student has not acquired skills or achieved commensurate with recognized performance expectations for his/her age in one or more of the developmental areas. (Check all that apply.)			
		☐	Cognition	☐	Communication
		☐	Motor development	☐	Social-emotional development
		☐	Self-help/adaptive behavior		
☐ Y ☐ N ☐ Insufficient	3.a.	And, student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by:			
☐ Y ☐ N ☐ Insufficient		i.	Scores of two (2) standard deviations or more below the mean in one (1) or more of the five (5) [listed above] developmental areas using norm-referenced instruments and procedures; or		
☐ Y ☐ N ☐ Insufficient		ii.	Scores of 1 ½ standard deviations below the mean in two (2) or more of the five (5) developmental areas [listed above] using norm-referenced instruments and procedures;		
☐ Y ☐ N ☐ Insufficient	3.b.	Or, normed scores are inconclusive and the professional judgment of the ARC verifies the existence of significant atypical quality or pattern of development.			

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Emotional-Behavioral Disability Eligibility Form unique criteria on eligibility form:

Complete During ARC		The **ARC** compared and analyzed evaluation data and documents the following interpretation:
☐ Y ☐ N ☐ Insufficient	1.	When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit **one or more** of the following, when compared to the child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree: ☐ Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers. ☐ Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child's social-emotional problems. ☐ A general pervasive mood of unhappiness or depression; ☐ A tendency to develop physical symptoms or fears associated with personal or school problems;
☐ Y ☐ N ☐ Insufficient	2.	The severe deficit in social competence, appropriate behavior, and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional, or wanton actions.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability

Functional Mental Disability Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1a.	Cognitive functioning is at least three (3) standard deviations below the mean;
☐ Y ☐ N ☐ Insufficient	1b.	Adaptive behavior is at least three (3) standard deviations below the mean;
☐ Y ☐ N ☐ Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
☐ Y ☐ N ☐ Insufficient	1d.	Is typically manifested during the developmental period.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Hearing Impairment Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1.	Whether permanent or fluctuating, the student has a hearing loss that meets one or more of the criteria below (*check all that apply*):
	☐	1a. a pure tone hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 25dB in the better ear;
	☐	1b. a pure tone hearing loss in the high-frequency range (2000Hz, 4000Hz, and 6000Hz) of at least 45dB in the better ear; or
	☐	1c. a unilateral hearing loss in the speech range (500Hz, 1000Hz, and 2000Hz) of at least 60dB in the impaired ear.
☐ Y ☐ N ☐ Insufficient	2.	The hearing loss results in difficulty in identifying linguistic information through hearing.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Mild Mental Disability Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1a.	Cognitive functioning is at least two (2) standard deviations, but not more than three (3) standard deviations below the mean;
☐ Y ☐ N ☐ Insufficient	1b.	Adaptive behavior is at least two (2) standard deviations below the mean;
☐ Y ☐ N ☐ Insufficient	1c.	Severe deficit in overall academic performance including acquisition, retention, and application of knowledge; and
☐ Y ☐ N ☐ Insufficient	1d.	Is typically manifested during the developmental period.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Multiple Disabilities Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1a.	The student has a combination of two (2) or more of the following disabilities: ☐ Autism ☐ Emotional-Behavioral Disability ☐ Hearing Impairment ☐ Mild Mental Disability ☐ Functional Mental Disability ☐ Orthopedic Impairment or Physical Disability ☐ Other Health Impaired ☐ Specific Learning Disability ☐ Traumatic Brain Injury ☐ Visual Impairment ☐ Deaf/Blind **Attach a copy of the eligibility forms for all areas checked.**
☐ Y ☐ N ☐ Insufficient	1b.	The student's disability is not solely a combination of deafness and blindness;
☐ Y ☐ N ☐ Insufficient	1c.	The student's disability is not a combination of speech or language impairment and one other disabling condition; and
☐ Y ☐ N ☐ Insufficient	1d.	The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.
NOTE: An eligibility form for each disability selected must be completed.

Other Health Impairment Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1a.	The existence of a health impairment caused by chronic or acute health problems such as heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, acquired immune deficiency syndrome, attention deficit disorder, or attention deficit hyperactive disorder. The diagnosis of Other Health Impairment is (specify):
☐ Y ☐ N ☐ Insufficient	1b.	The effect of the impairment on (check all that apply):
		☐ Strength
		☐ Vitality
		☐ Alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment).

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Orthopedic Impairment Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1a.	The existence of an impairment caused by a congenital anomaly (e.g. clubfoot, absence of a member, etc.); OR
☐ Y ☐ N ☐ Insufficient	1b.	The existence of an impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.); OR
☐ Y ☐ N ☐ Insufficient	1c.	The existence of an impairment from other causes such as cerebral palsy, amputations, fractures, burns that cause contractions, etc.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Specific Learning Disability Eligibility Form unique criteria:

Specific Learning Disability Eligibility Form unique criteria:

☐ Y ☐ N ☐ Insufficient	1.	The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards;
☐ Y ☐ N ☐ Insufficient	2.	The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the Kentucky Program of Studies in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards: ☐ Oral Expression ☐ Listening Comprehension ☐ Written Expression ☐ Basic Reading Skills ☐ Reading Fluency Skills ☐ Reading Comprehension ☐ Mathematics Calculation ☐ Mathematics Reasoning
☐ Y ☐ N ☐ Insufficient	3.	☐ The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Program of Studies in one or more of the areas identified above when assessed using a response to scientific, research-based intervention process; **OR** ☐ The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to ability level or intellectual development.
☐ Y ☐ N ☐ Insufficient	4.	The deficits in achievement are **not** primarily the result of vision, hearing, or motor impairments; mental disability; emotional behavioral disability; cultural factors, environmental or economic disadvantage, or limited English proficiency.

☐ Y ☐ N ☐ Insufficient	5.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
☐ Y ☐ N ☐ Insufficient	6.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision
☐ Y ☐ N ☐ Insufficient	7.	Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

8a.	The following relevant behavior was noted during the observation of the child:	
8b.	Relationship of the observed behavior (8a.) to the child's academic functioning:	
9.	Educationally relevant medical findings, if any:	
10.	The instructional strategies used and the student-centered data collected in response to scientific, research-based intervention performance:	
☐ Y ☐ N ☐ Insufficient	11.	Documentation of the instructional strategies, educational services, and data collected on student performance is given to the parent.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Speech or Language Impairment Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1.	Communication disorder in one or more of the following: ☐ Stuttering ☐ Voice ☐ Articulation ☐ Delayed Acquisition of Language ☐ Language ☐ An Absence of Language

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Note: The guidelines in the "**Kentucky Eligibility Guidelines - Revised for Students with Speech or Language Impairment, 2009**" may be used as supporting evidence to verify speech or language impairment.

Traumatic Brain Injury Eligibility Form unique criteria on eligibility form:

☐ Y ☐ N ☐ Insufficient	1.	Evaluation information collected across multiple settings that verifies an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments, or both, and is NOT a congenital, degenerative, or brain injury induced by birth trauma. Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulting in an impairment in one or more of the following areas (check all that apply)			
		☐	Cognition	☐	Judgment
		☐	Language	☐	Problem solving
		☐	Memory	☐	Sensory, perceptual, motor abilities
		☐	Attention	☐	Psycho-social behavior
		☐	Reasoning	☐	Physical functions
		☐	Abstract thinking	☐	Information processing and speech
☐ Y ☐ N ☐ Insufficient	2.	A current, educationally relevant statement, completed by a qualified professional verifies the existence of a traumatic brain injury. The diagnosis and extent of the brain injury is: ☐			

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

Visual Impairment Eligibility Form unique criteria on eligibility form:

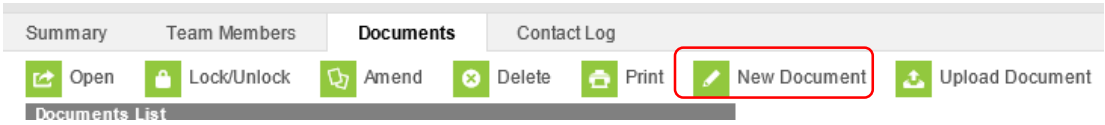
☐ Y ☐ N ☐ Insufficient	1a.	The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; OR
☐ Y ☐ N ☐ Insufficient	1b.	The visual acuity is better than 20/70 and the child has any of the following conditions: ☐ A medically diagnosed progressive loss of vision; ☐ A visual field of twenty (20) degrees or worse; ☐ A medically diagnosed condition of cortical blindness; OR ☐ A functional loss of vision.
☐ Y ☐ N ☐ Insufficient	2.	The student requires specialized materials and instruction in orientation and mobility, Braille, visual efficiency or tactile exploration.

Eligibility for a disability: This section prompts the ARC in documenting sufficient information available *for* each eligibility requirement to determine if the student meets eligibility for a disability.

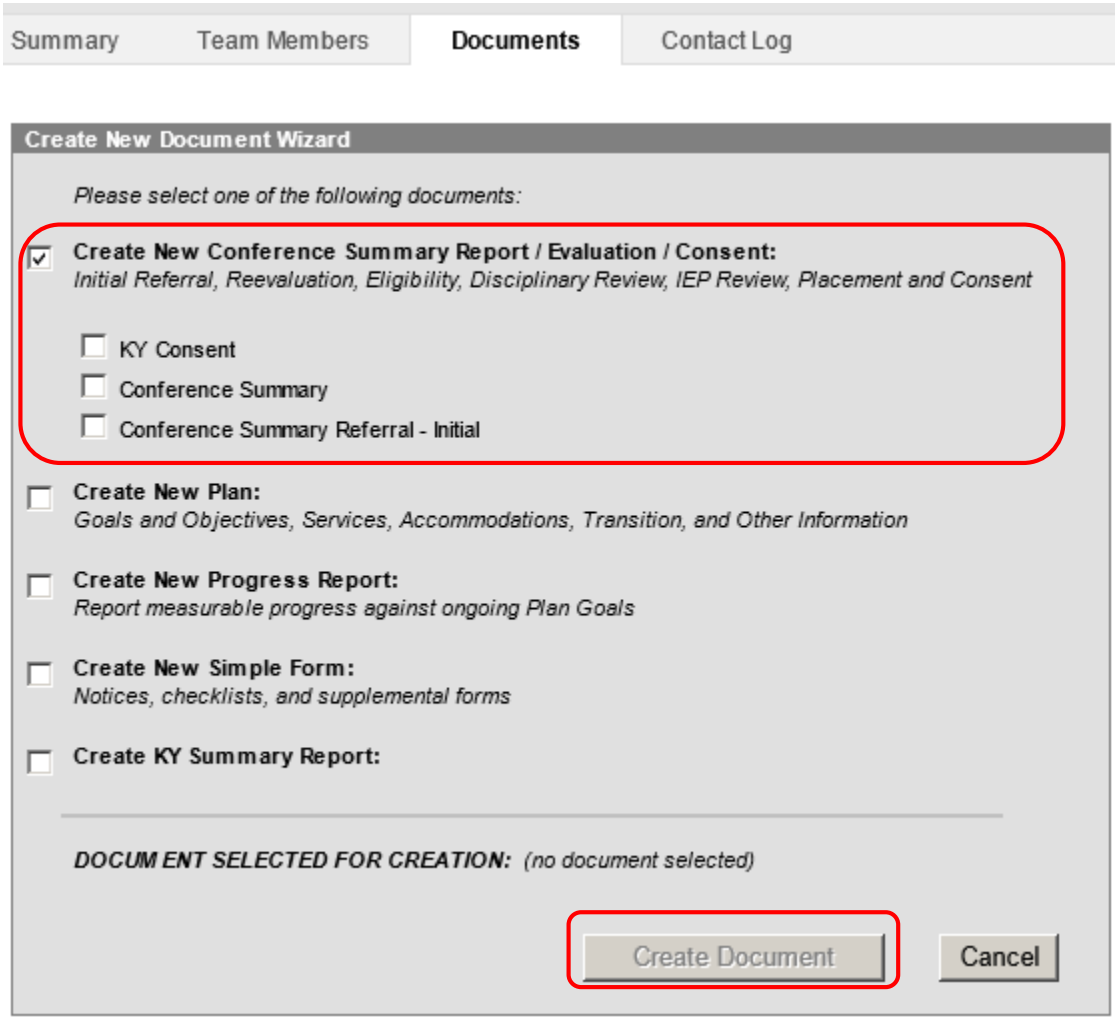
1-O Conference Summary

Campus Path: Student Information > Special Ed > Documents Tab

Click **New Document** from the New Document Wizard



Check the box next to 'Create new Conference Summary Report / Evaluation
Check the box next to the appropriate Conference Summary
Click the **Create Document** button



- *Conference Summary Referral – Initial* - this document should be used to document receipt and review of a Referral for special education and for Initial ARC meetings.
- *Conference Summary* – this document should be used for all other ARC meetings including but not limited to meetings for the purposes listed below:
    - Reevaluation Plan
    - Eligibility/Continued Eligibility
    - Disciplinary Review

- IEP developed/reviewed/revised
- Placement options and decisions

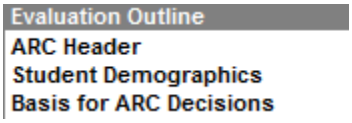
To create a Conference Summary the editors listed below require data entry upon saving/locking the document. (The Conference Summary should be locked as described on the following page prior to saving.)

- ARC Header
- Student Demographics
- Basis for ARC Decisions
- Parent Concerns and Input
- Other Factors
- Admission and Release Committee Members

Use the Save or Save and Continue function to navigate through the editors:

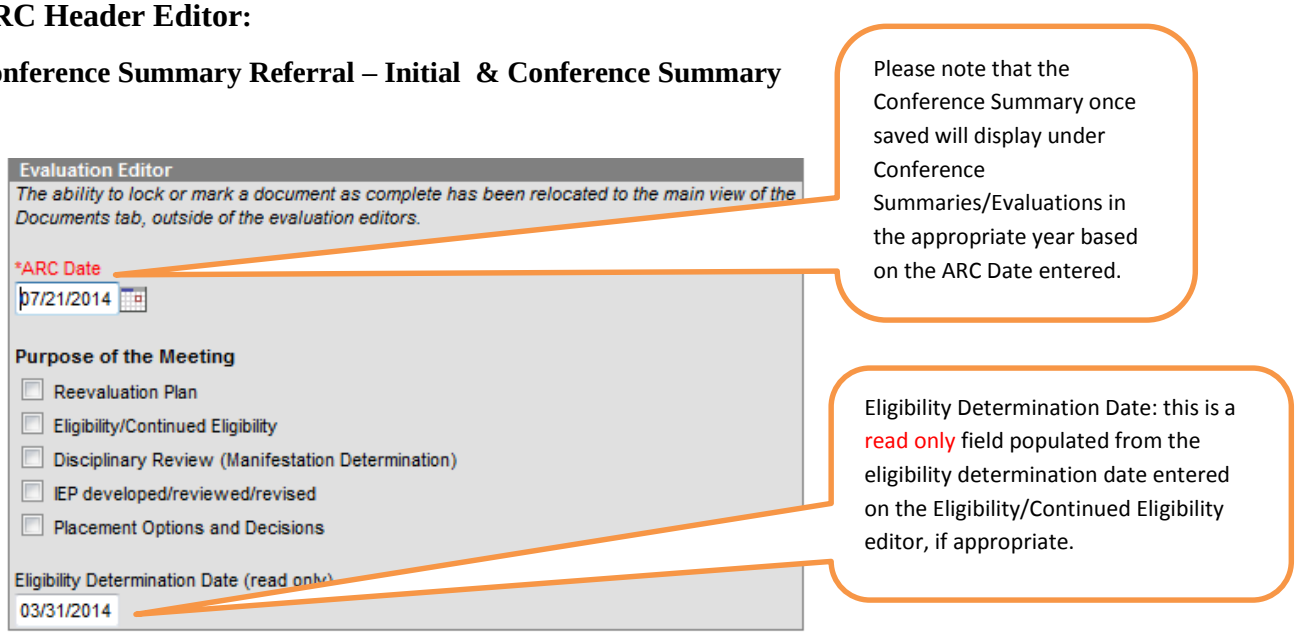
- Save – saves data entered and user remains on current editor
- Save and Continue – saves data entered and navigates user to the next editor, you only have to navigate to the editors mentioned above and the editor required based on purpose selected on the ARC Header editor.

As user navigates through the editors and saves data in each editor, the editor will be displayed in **bold** font.



ARC Header Editor:

Conference Summary Referral – Initial & Conference Summary



ARC Date: Enter the Date of the Admissions and Release Committee meeting. This field auto-populates with the date the document was created.

NOTE: The document will be saved in the year based on the ARC Date entered. This date will display beside the document name on the documents display tree.

Purpose of the Meeting: Select the purpose of the meeting, multiple options can be selected (selection required):

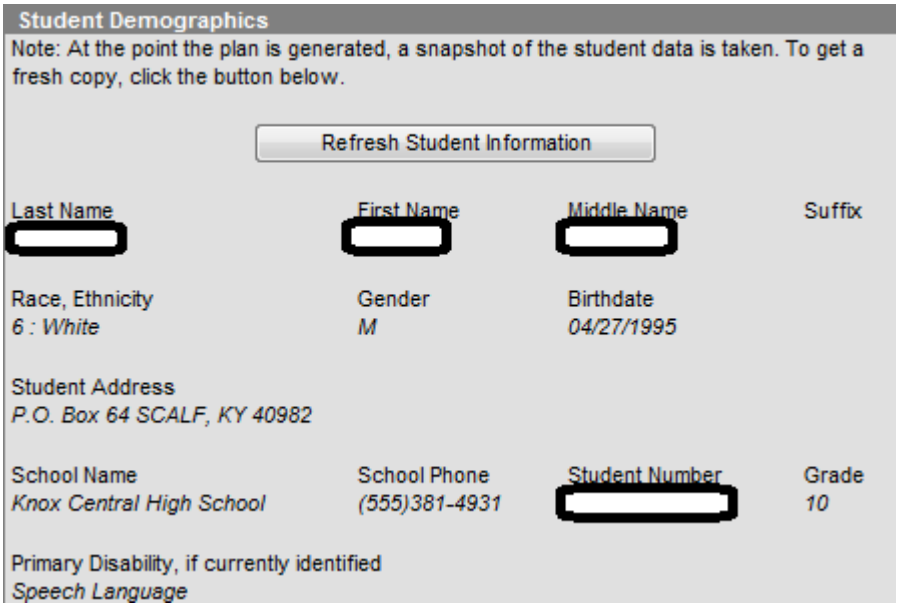
- Reevaluation Plan
- Eligibility/Continued Eligibility
- Disciplinary Review
- IEP Developed/Reviewed/Revised
- Placement Options and Decisions

NOTE: The Purpose of Meeting will display next to the ARC Date beside the document name on the documents display tree.

NOTE: When a purpose is selected from list above, data entry is required in specific editors based on the purpose of the meeting before the document can be locked.

Eligibility Determination Date: this is a *read only* field populated from the eligibility determination date entered on the Eligibility/Continued Eligibility editor, if appropriate.

Student Demographics Editor:

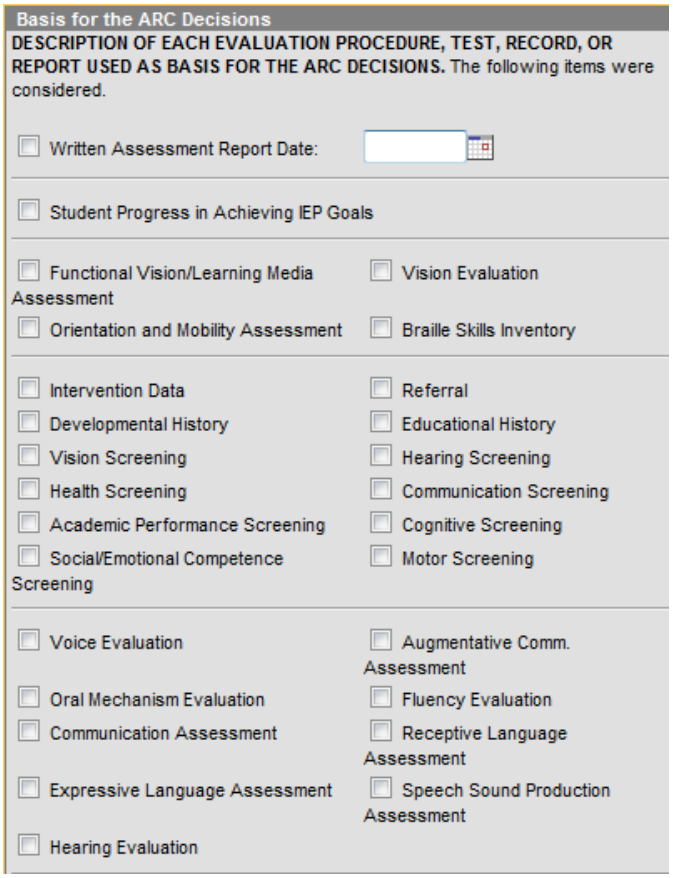


Refresh Student Information: Demographic data will be populated/updated with Census data

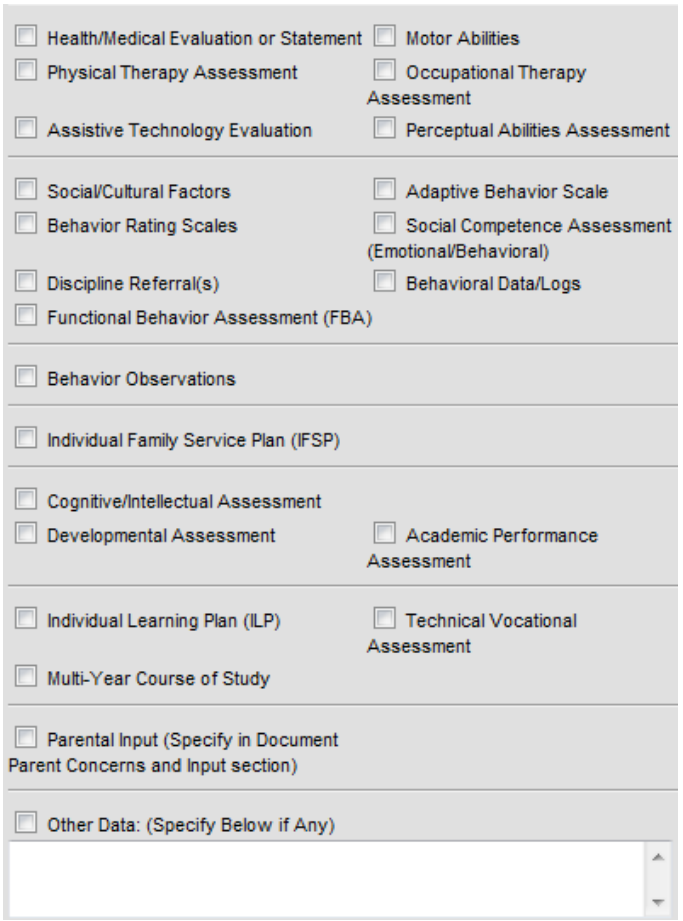
Primary Disability auto populates from the student's current, locked Conference Summary | Eligibility/Continued Eligibility editor, if applicable.

Basis for ARC Decisions Editor:

Description of each Evaluation…: Check appropriate box for each evaluation procedure, test, record, or report used as a basis for proposed or refused action discussed.

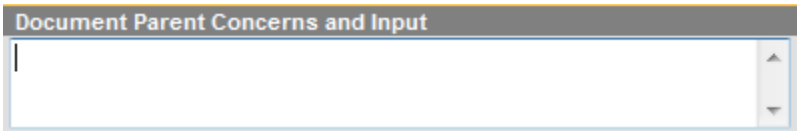


NOTE: If Written Assessment Report Date selected, date is required



A selection in this editor is required.

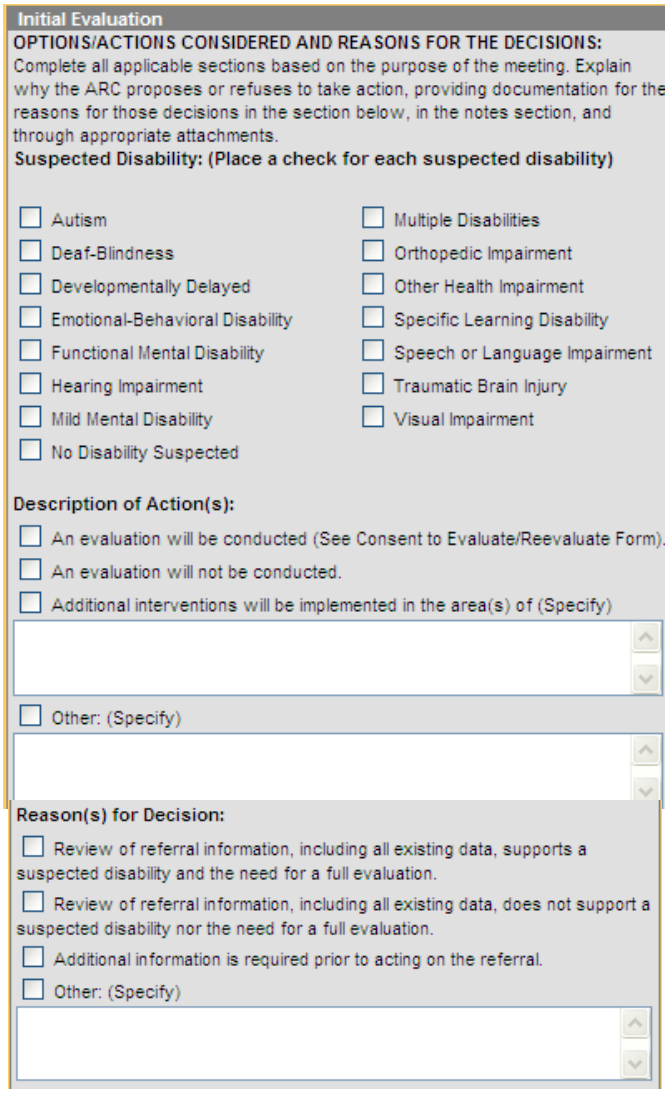
Parent Concerns and Input Editor



Provide a summary of parent concerns or input (this is a scroll textbox – unlimited characters)

Data entry in this editor is required.

Initial Evaluation Editor (only available on the Conference Summary Referral – Initial document)



Suspected Disability: Select if the child will be initially evaluated. Check the box for each suspected disability (Check all that apply)

User cannot select a Suspected Disability AND No Disability Suspected

Description of Action: Select the appropriate description of action proposed or refused

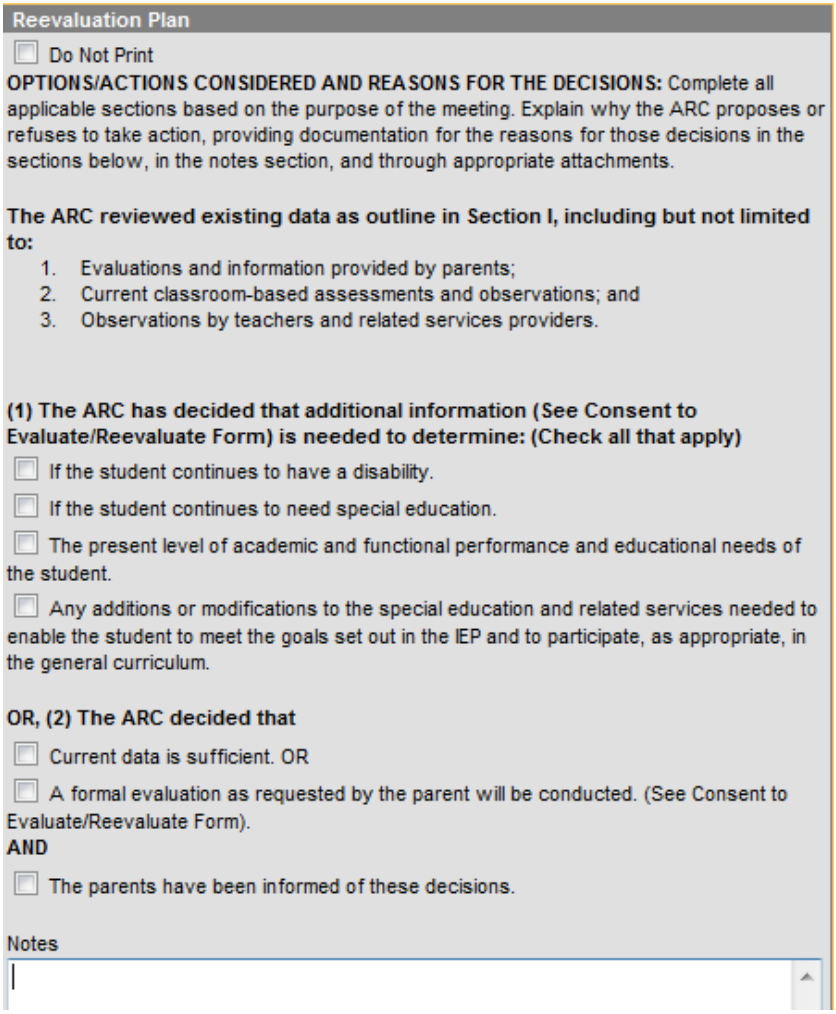
User can select only one option

Reason for Decision(s): Select why the district proposed or refused to take action

A selection in each of the three (3) sections above is required to complete and save this editor.

*If either of the **'Other: (Specify)'** checkboxes are selected, data entry is required in the textbox.*

Reevaluation Plan Editor



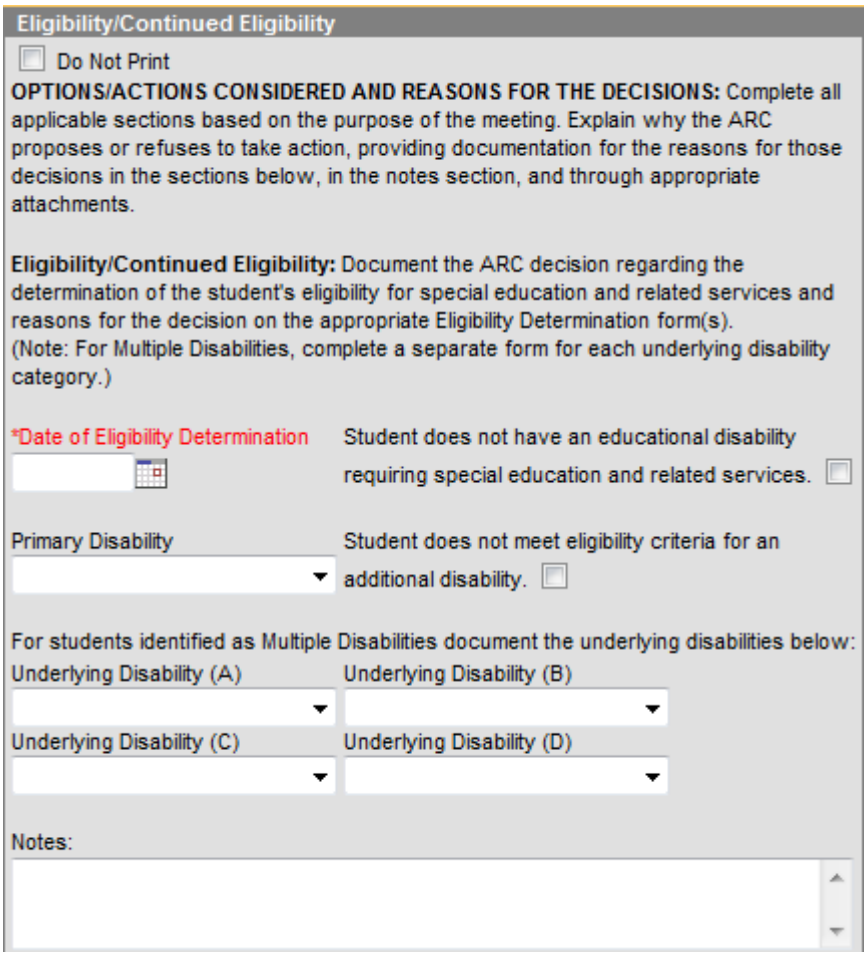
Make appropriate selections based on Reevaluation meeting.

When 'Reevaluation Plan' is the selected Purpose for the meeting, the user must select either (1) **OR** (2) **AND** click the checkbox for 'The parents have been informed of these decisions'.

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Reevaluation Plan' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Eligibility/Continued Editor



Date of Eligibility Determination: Enter month, day and year of the last date that eligibility for services was determined by the ARC.

- This date will auto populate to the students most recent Date of Eligibility Determination regardless of the purpose selected.
- This date will populate as a Read Only field on the ARC Header Editor.
- This date will also calculate the Reevaluation Date of the student on various reports within Infinite Campus and the *IDEA December 1 Child Count*.

Student does not have an educational disability requiring special education and related services. Check if appropriate

Student does not meet eligibility criteria for an additional disability. Check if a student is currently eligible for one category and is tested for a second category, but does not qualify for the second category. (EX: Student is eligible for SL and they are tested for SLD. However, they do not qualify for SLD, but remain eligible for Speech.)

Note: if this box is checked then you leave the original Primary Disability and original Date of Eligibility Determination in their respective fields.

Primary Disability: The Primary Disability will auto populate with the most recent P.D. regardless of the purpose of the meeting. From the drop list, select the appropriate category of disability for student.
If Multiple Disabilities selected as Primary Disability at least two Underlying Disabilities must be selected

- *The students Primary Disability will auto populate from the students previous Conference Summary regardless of the purpose selected.*

NOTE: Data elements in this area should be completed based on appropriate disability eligibility form. Once document saved and locked any subsequent KYIEP, KY Private School Plans and fields will populate with selection.

A selection from the Primary Disability drop list **OR** the checkbox of Student does not have an educational disability...MUST be made if Eligibility/Continued Eligibility is selected as Purpose of Meeting.

Code	Disability
01	Mild Mental Disability
02	Functional Mental Disability
04	Hearing Impaired
05	Speech Language
06	Visually Impaired
07	Emotional Behavior Disability
08	Orthopedically Impaired

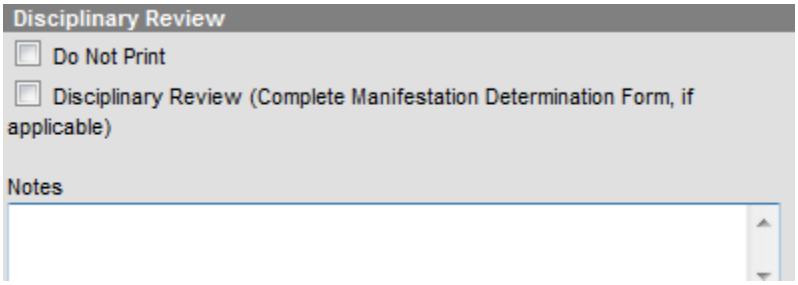
Code	Disability
09	Other Health Impaired
10	Specific Learning Disability
11	Deaf Blind
12	Multiple Disabilities
13	Autism
14	Traumatic Brain Injury
15	Developmentally Delayed

NOTE: The location of this field is the data owner of Primary Disability and will populate the IDEA December 1 Child Count

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Eligibility/Continued Eligibility' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

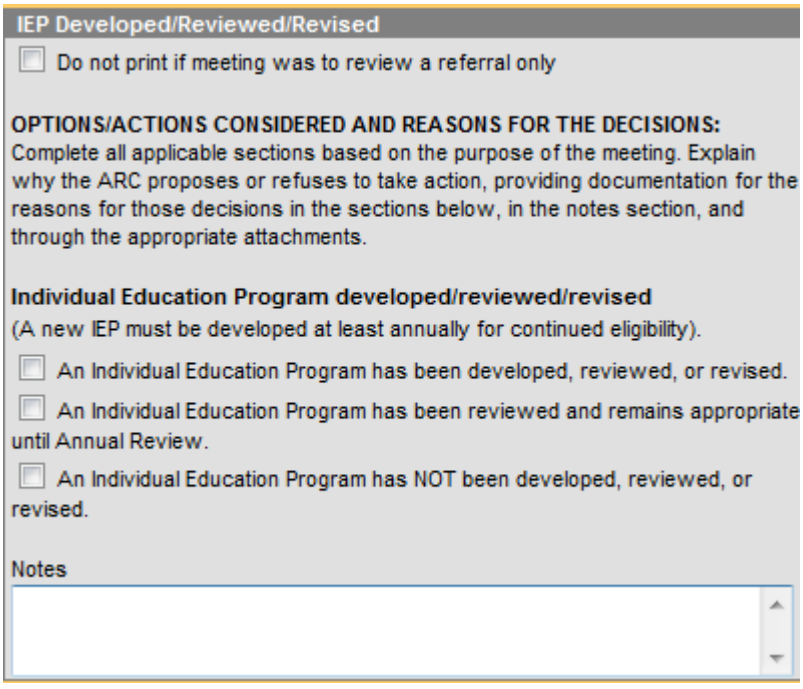
Disciplinary Review Editor



Select if a Disciplinary Review is the purpose of the meeting
The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Disciplinary Review' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

IEP Developed/Reviewed/Revised Editor



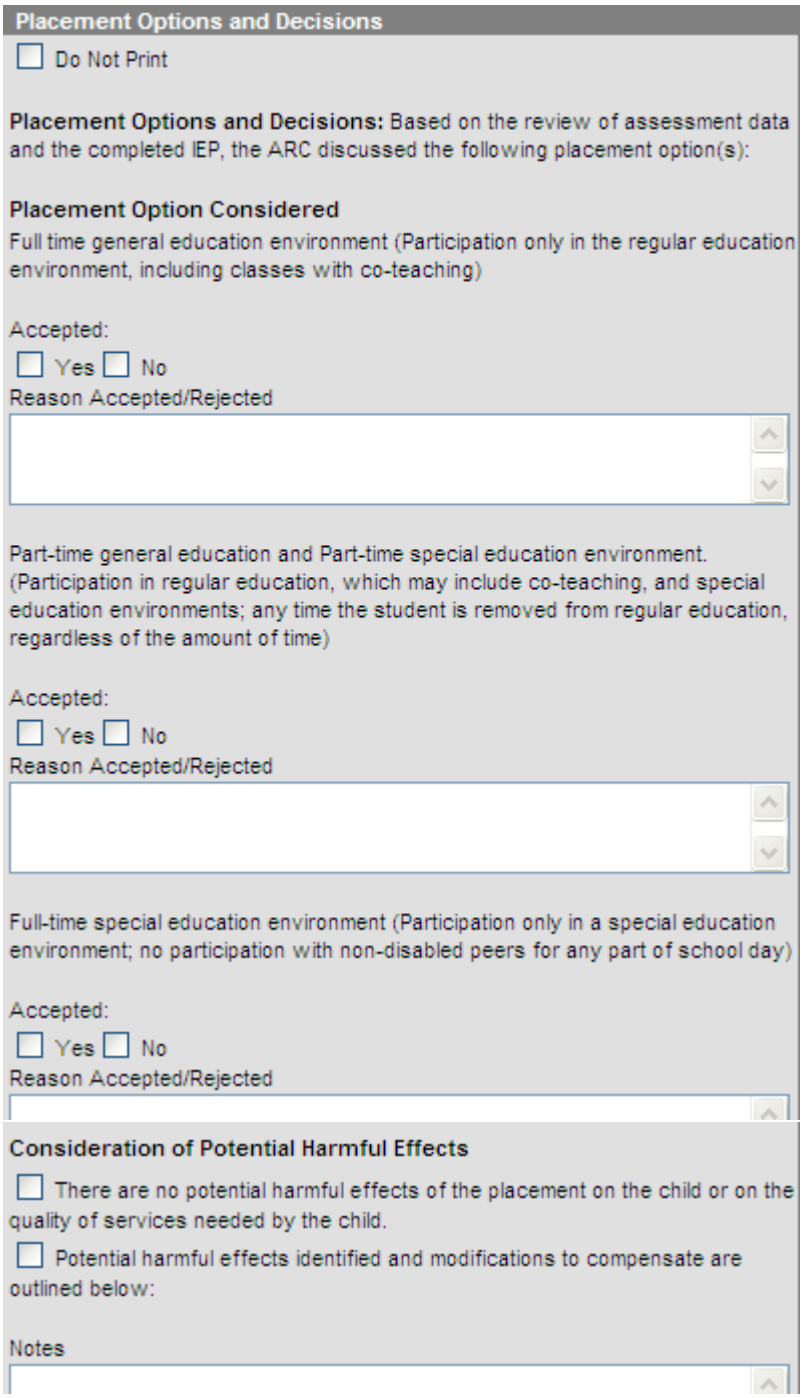
Select the appropriate checkbox as to the status of the IEP

A selection MUST be made if IEP Developed/Reviewed/Revised is selected as the Purpose of the Meeting.

The 'Do not print if meeting was to review a referral only' checkbox should be selected when the purpose of the meeting does not include 'Develop/Review/Revise the IEP' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Placement Options and Decisions Editor



Placement Option Considered: Document discussion for placement options 'Accepted' (Yes) or 'Rejected' (No) and reason for accepting or rejecting the specific placement option. Select placement option based on the services described in the child's IEP and the ability to provide these options in the least restrictive environment possible with the child's non-disabled peers.

This editor should be progressed through starting with the **first** placement option:

- If 'Yes' selected, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **second** placement option.
- If 'Yes' selected on **second** placement option, enter the reason accepted and then proceed to the Consideration of Harmful Effects.
- If 'No' selected enter the reason rejected and proceed to the **third** placement option.
- If 'No' selected on placement option one and two, yes must be selected for **third** placement with reason accepted entered.

NOTE: Once a selection of YES and reason accepted entered, no other data entry will be accepted.

Consideration of Potential Harmful Effects: If determining placement, document any potentially harmful effects on the child or the quality of services.

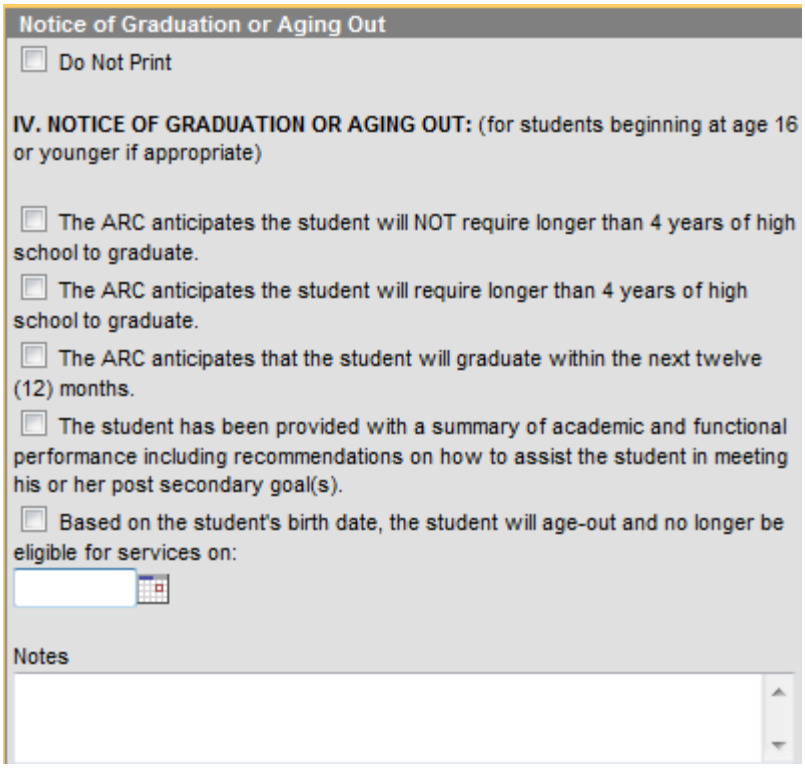
A selection of yes for one of the placements must be made if Placement Options and Decisions was the selection for the Purpose of the Meeting.

A selection of Consideration of Potential Harmful Effects must be made if Placement Options and Decisions was the selection for the Purpose of the Meeting.

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Placement Options and Decisions' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Notice of Graduation or Aging-Out Editor



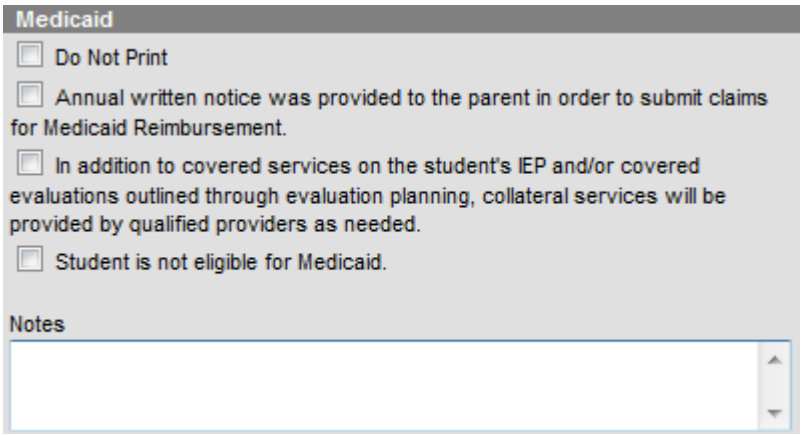
Notice of Graduation or Aging Out: Beginning when student is age 16 or younger, the ARC should document the student's graduation plan or date of reaching maximum age.

If age-out is selected the student's 21st birthdate must be entered.

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Notice of Graduation or Aging Out' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Medicaid Editor

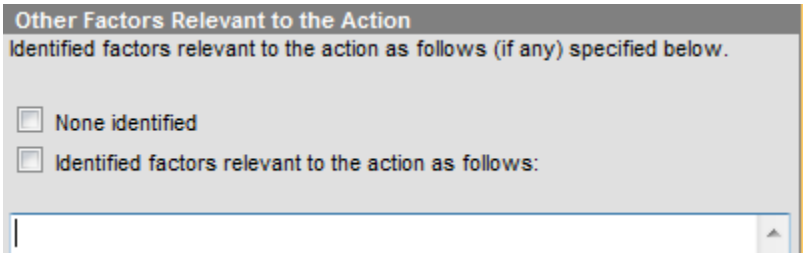


Document the appropriate action(s) when a student is eligible for Medicaid services

The 'Do not Print' checkbox should be selected when the purpose of the meeting does not include 'Medicaid' **AND** the user prefers the section to not print.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Other Factors Editor



Document Identified factors relevant to the action:

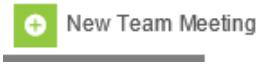
Select **None Identified**, if appropriate

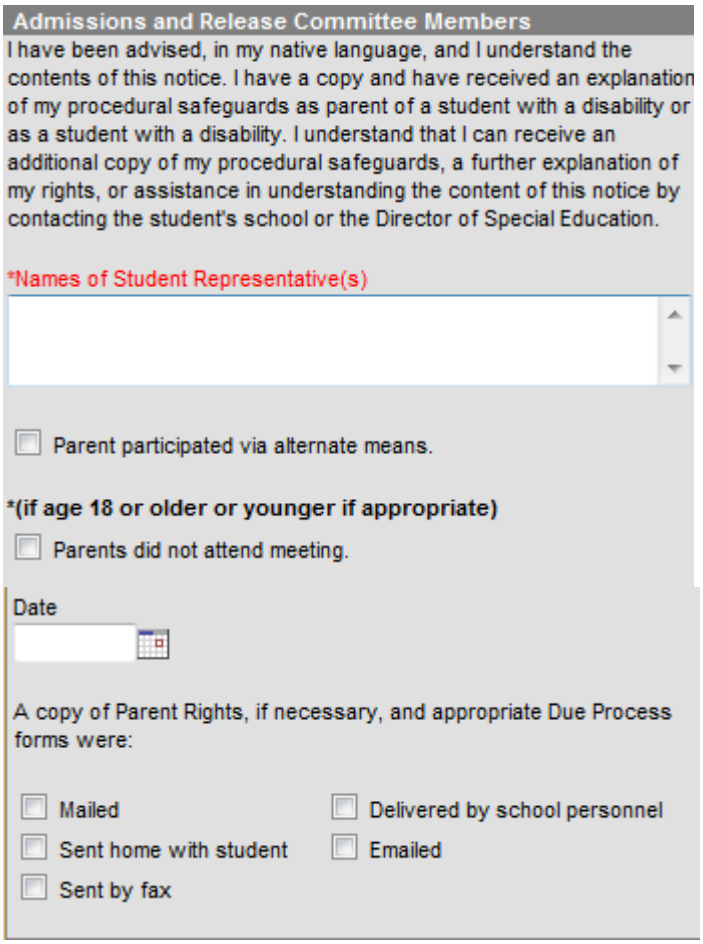
Select **Identified factors relevant to the action** if appropriate. If selected, factors must be documented in the textbox

A selection in this editor is required.

Notes that are entered within this editor will be printed within the **Summary Notes** section under a header labeled as the Editor Name.

Admissions and Release Committee Members Editor

User must click on New Team Meeting 



Names of Student Representative(s): Enter names of person(s) in attendance as the representative of student. *This is a required field*

Parents participated via alternate means: Check if applicable

Parents did not attend meeting: Check if applicable

Date: Enter date in which Parent Rights and appropriate Due Process forms were distributed

Select means in which Parent Rights and appropriate Due Process forms were distributed; at least one selection is required.

Enter Name and Role of each attendee present. Use the Add New Attendee to enter each attendee.
Name: Enter name of attendee
Role: Enter role of attendee

Summary Notes Editor

Notes that are entered within each previous editor will be displayed under a heading of that editor within the printed Notes section of the Conference Summary. Summary Notes will print in the order the notes are entered on the specified editors followed by any notes entered on the 'Summary Notes' editor.

Additional Information:

1. The Conference Summary documents are displayed under Conference Summaries/Evaluations in the documents list.

1-P	KY IEP

Campus Path: Student Information > Special Education > Documents Tab

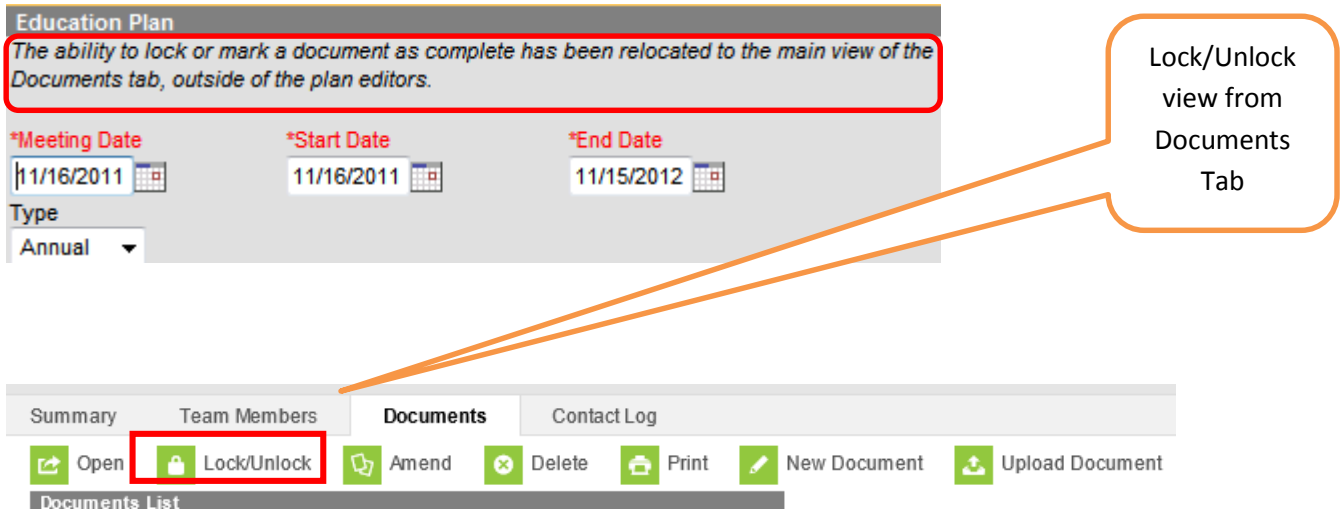
KY IEP

Select **New Document**

Select **Create New Plan:** From the drop list, select the appropriate **KY IEP plan**

- **2011 KY IEP <14** - this plan is used if student is less than 14 years of age
- **2011 KY IEP 14** - this plan is used:
  - in the child's 8th grade year; or
  - when the child has reached the age of 14 years; or
  - earlier if determined appropriate by the ARC
- **2011 KY IEP 16+** - this plan is used by the child's 16th birthday and beyond

Education Plan Editor:



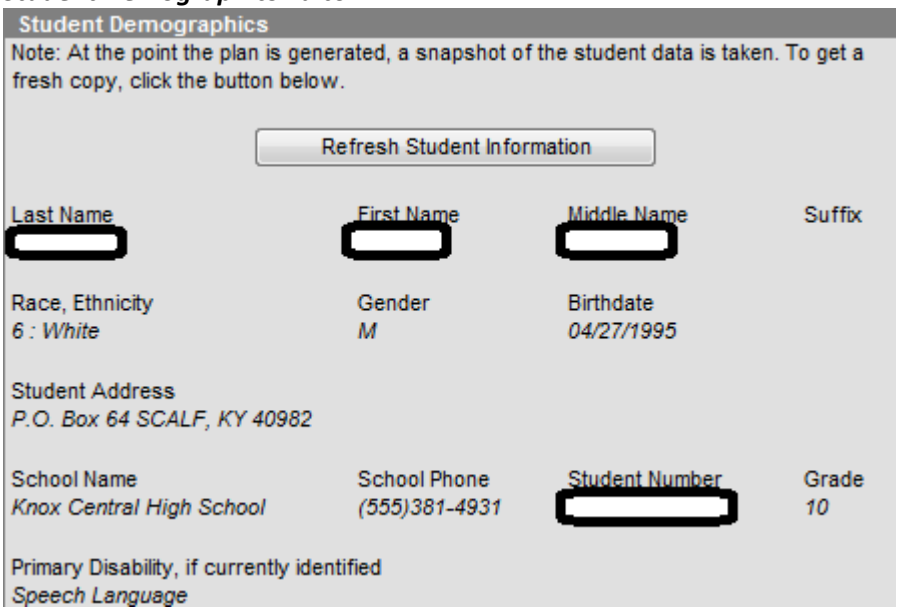
Meeting Date: Enter the date the Admissions and Release Committee met to develop the current IEP

Start Date: Enter the date in which the IEP starts and services begin.

End Date: Enter the date in which the IEP is due to be reviewed. This field will be auto populated, one year minus a day from the Meeting Date entered.

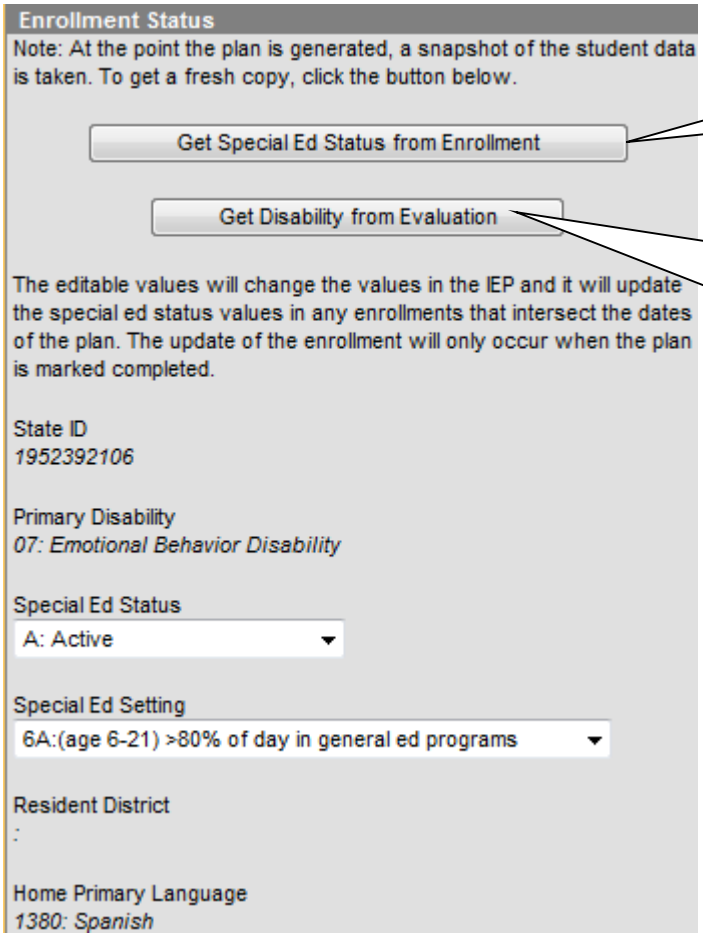
Type: From the drop list, select 'Initial' or 'Annual'

Student Demographics Editor:



Refresh Student Information: This will populate demographic information from Census

Enrollment Status Editor:



DO NOT use "Get Special Ed Status from Enrollment"

NOTE: Special education data should be populated using the **'Get Disability from Evaluation'** button. Data for IDEA December 1 Child Count will populate from this editor.

Primary Disability: Click **'Get Disability from Evaluation'** button to auto-populate the Primary Disability as *Read only* from student's Conference Summary | Eligibility/Continued Eligibility Editor.

Code descriptions can be found HERE.

***Special Ed Status:** From the drop list, select the option that defines the student's status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school's December 1st Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student's age as of December 1st.

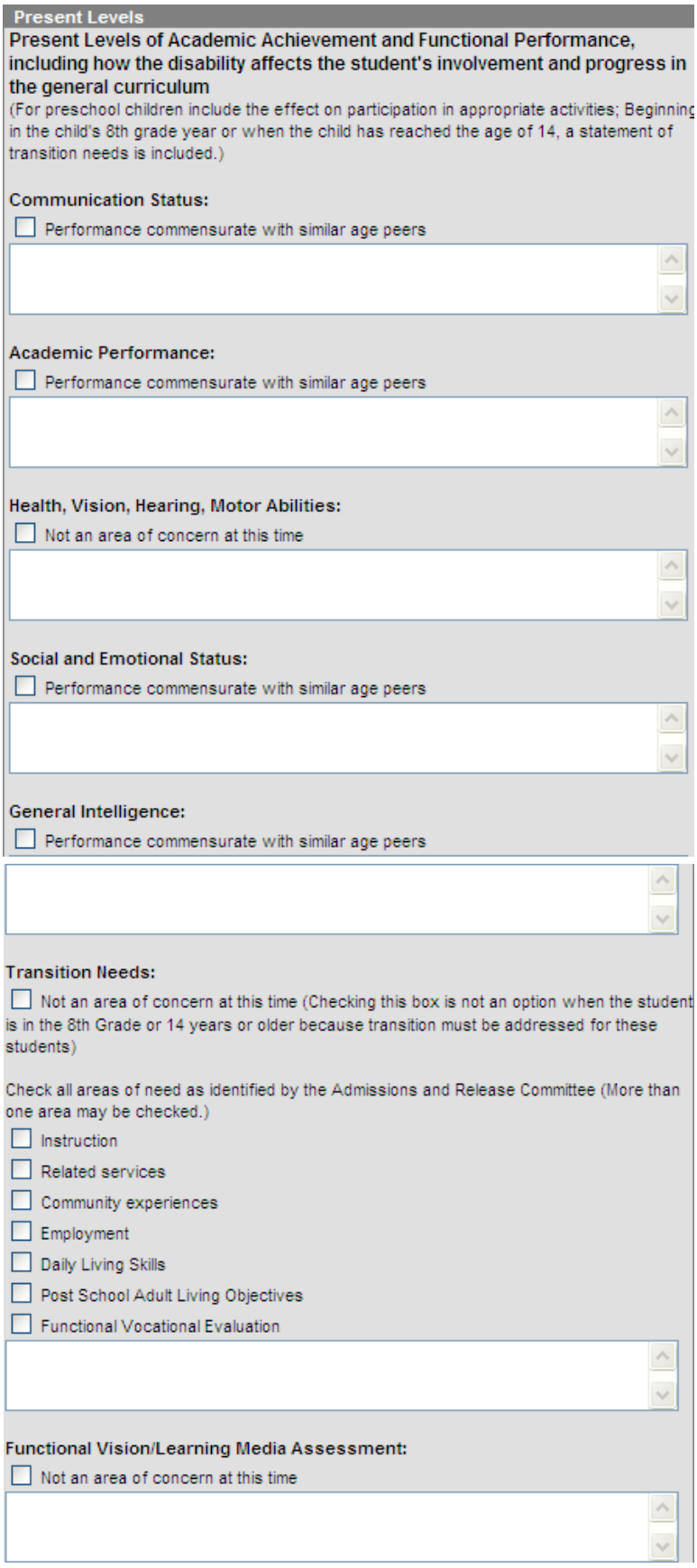
Code	Description	
3A1	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided **within** the early childhood program
3A2		Majority of special education and related services provided **in another location**
3B1	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided **within** the early childhood program

3B2		Majority of special education and related services provided **in another location**
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

Reference addendum *LRE Flow Chart for 3-5 Year olds* and clarification HERE

Ages 6-21	
Code	**Description**
6A	80% or more of the day in general ed programs
6B	40%-80% of the day in general ed programs
6C	<40% of the day in general ed programs
6F	Residential facility
6H	Homebound/Hospital
6I	Correctional facilities
6J	Parentally Placed in Private School
6U	Separate School

Present Levels Editor:



Affect on the Involvement and Progress in the General Curriculum: *within domain areas listed below, the ARC documents how the disability affects the student's involvement in and progress in the general curriculum.*

Communication Status: includes performance in the areas of voice, fluency, receptive and expressive language (includes pragmatics), and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a student relates experiences, ideas, knowledge, and feelings to others.

Academic Performance: describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles

Health, Vision, Hearing, Motor Abilities: include information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

Social and Emotional Status: includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

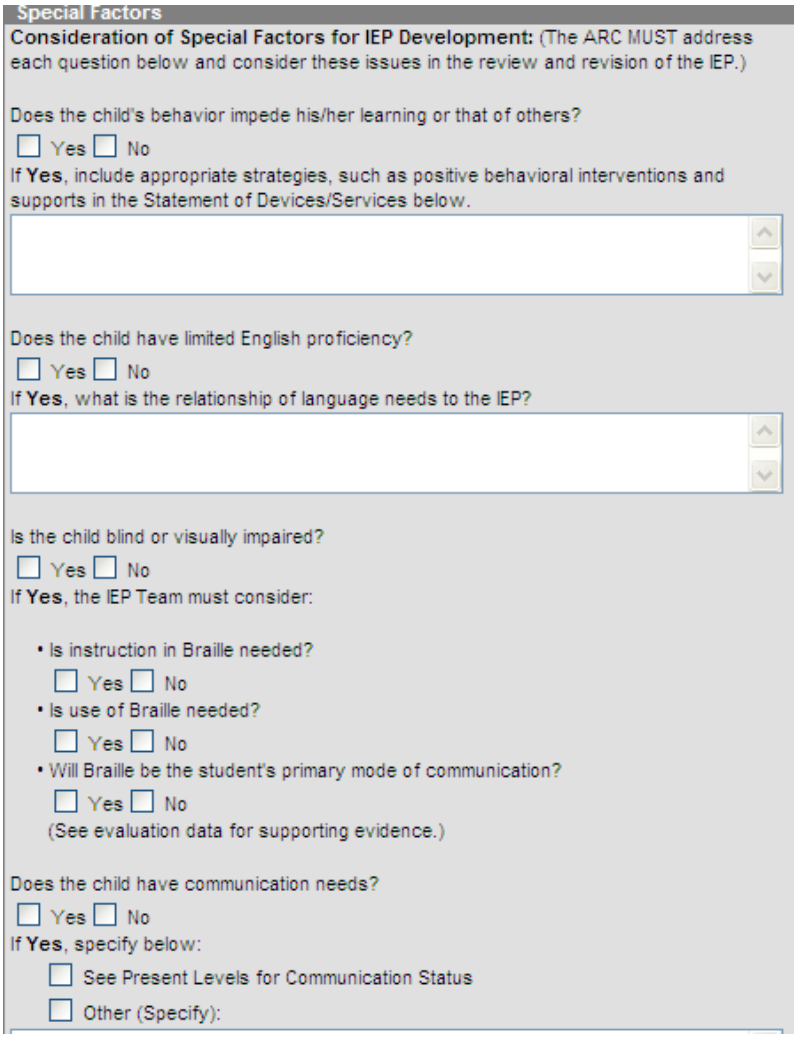
General Intelligence: includes information about the student's aptitude, knowledge application, thinking, memory, reasoning and problem solving skills.

Transition Needs: focuses on the needs related to the student's planned course of study. By the age of 16, the focus is also on the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following:

- Instruction
- related service
- community experience
- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- Functional vocational evaluation.

Functional Vision/Learning Media Assessment: For a student who is blind or visually impaired, the ARC evaluates the student's reading and writing skills; needs related to learning; and appropriate reading and writing media including consideration of the future need for instruction in Braille and use of Braille.

Special Factors Editor:

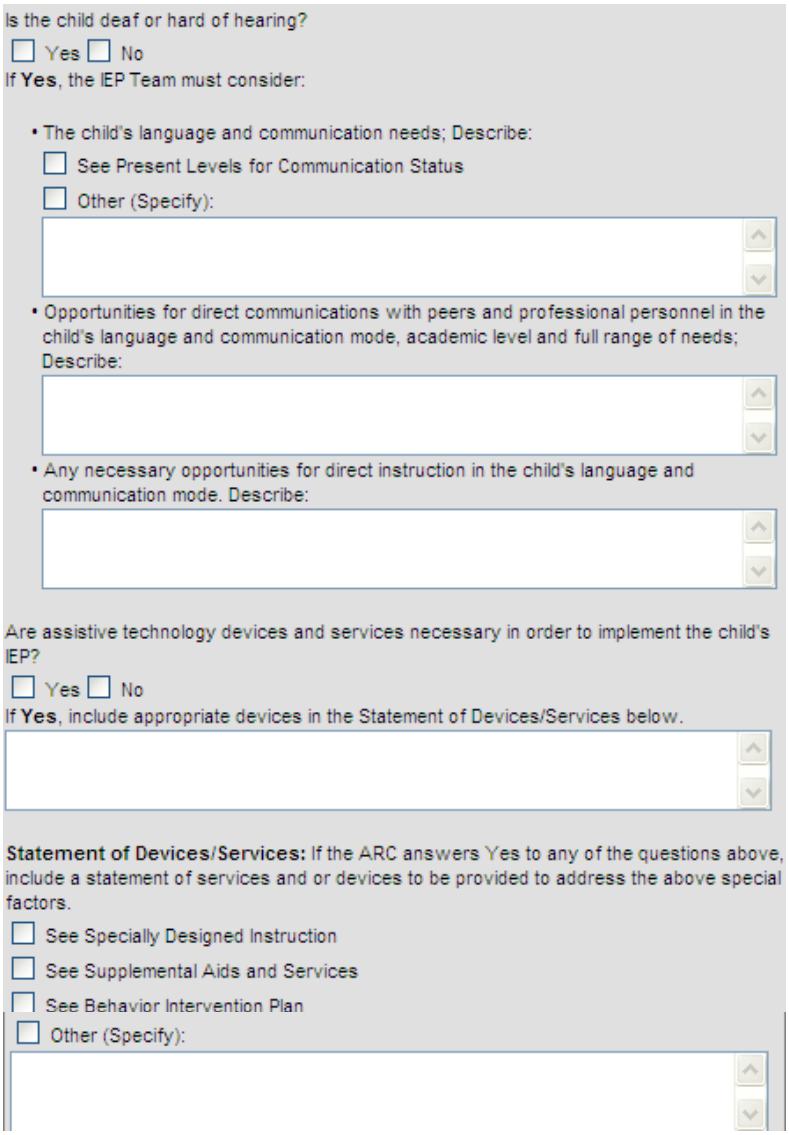


Does the child's behavior impede his/her learning or that of others? If a child's behavior impedes his or her learning or that of others, the ARC develops strategies, including positive behavioral interventions, to address the behavior.

Does the child have limited English proficiency? For a child with limited English proficiency, the ARC describes the language needs as related to the student's IEP.

Is the child blind or visually impaired? For a child who is blind or visually impaired, the ARC uses an evaluation of the student's reading and writing media (including an evaluation of the child's future needs for instruction in Braille), to determine the need for instruction in Braille and the use of Braille.

Does the child have communication needs? For students with communication needs, the ARC addresses the student's language and communication needs in the areas of stuttering, impaired articulation, language impairment, voice impairment, delayed acquisition of language, or an absence of language.

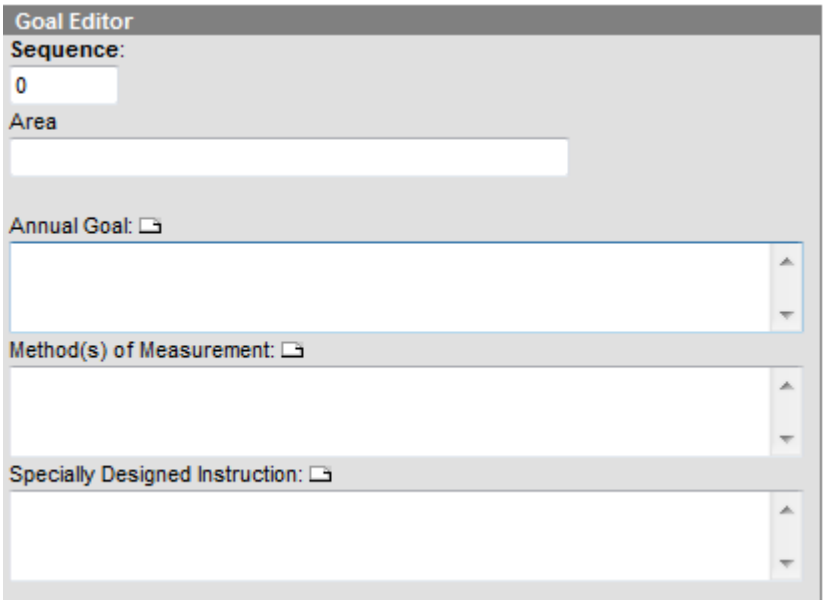


Is the child deaf or hard of hearing? For a child who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication (with peers and professional personnel) in the student's language and communication mode.

Are assistive technology devices and services necessary in order to implement the child's IEP? For students who may need assistive technology the ARC must determine the type(s) of device(s) and/or amount of services needed. The ARC documents the assistive technology in the IEP, and indicates the type of service in the "Statement of Devices/Services" box below.

Statement of Devices/Services: This box provides a summary and link to the location of the services identified based on the student's special factors.

Goals and Objectives Editor:



Area: Enter the Content Area for the specified goal

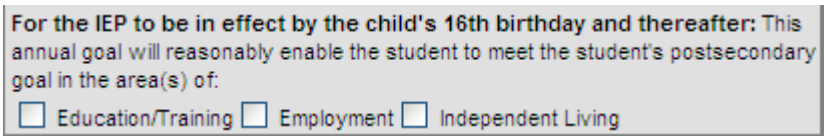
Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC.

Method(s) of Measurement: Select from template bank the evaluation method in which the student's progress toward reaching the annual goal will be measured.

- Curriculum Based Measurement
- Direct Measures
- Indirect Measures
- Authentic Assessment

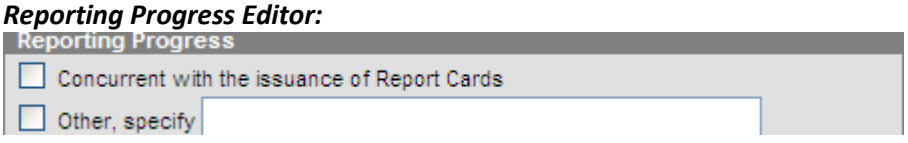
Specifically Designed Instruction: Select from template bank "**what the teacher does**" to instruct, assess, and re-teach the student. The SDI describes what the teacher does, as appropriate, to adapt the content, methodology, or the delivery of instruction. SDI is based on peer-reviewed research to the extent possible.

NOTE: 2011 KY 16+ IEP will have a prompt to indicate the linkage between annual goals and postsecondary goals:



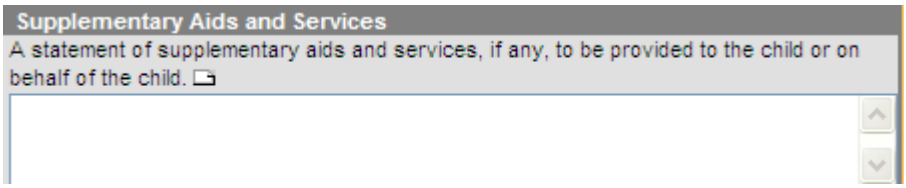
ARC must determine which postsecondary goal, (as written on the transition page of the IEP), the annual goal supports.

Reporting Progress Editor:



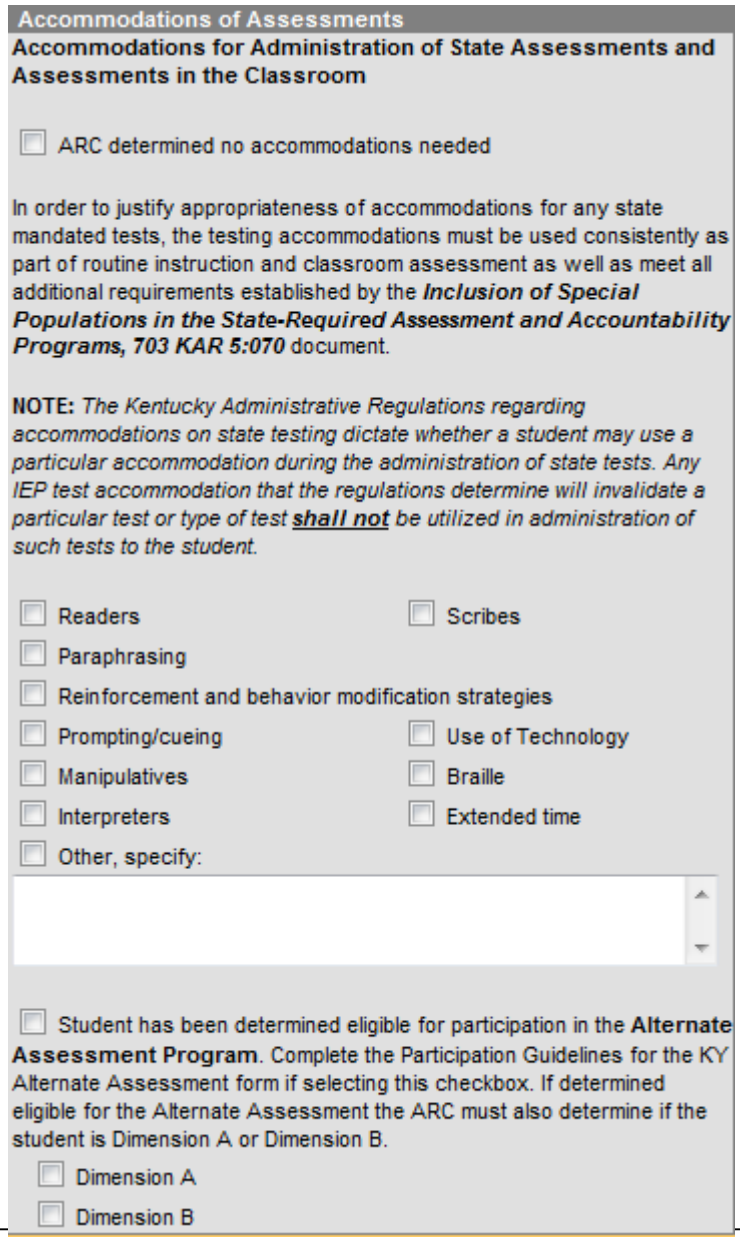
The ARC informs the parent of if they will be informed of student progress toward the goal concurrent with the issuance of report cards OR the ARC may identify another means of reporting progress toward the goal.

Supplemental Aids and Services Editor:



Enter in text box **"what the student needs"** in order to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other students with and without disabilities. SAS includes strategies, aids, and services.

Accommodations of Assessments Editor:



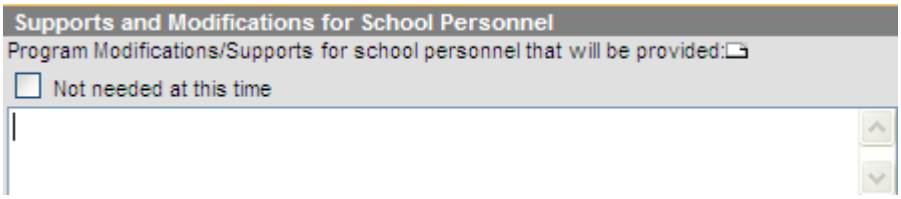
The ARC may identify assessment accommodations to participate in state or district-wide assessment if they are used consistently as a part of the student's routine instruction and classroom assessment.

Student has been determined eligible for participation in the Alternate Assessment System: Select checkbox to indicate the ARC determined the student eligible for the alternate assessment

Specify Dimension A or Dimension B

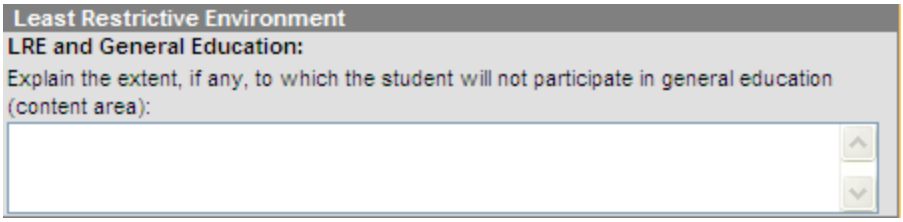
NOTE: If student determined eligible for Alternate Assessment, the Alternate Assessment Guidelines form must be completed.

Supports and Modifications Editor:



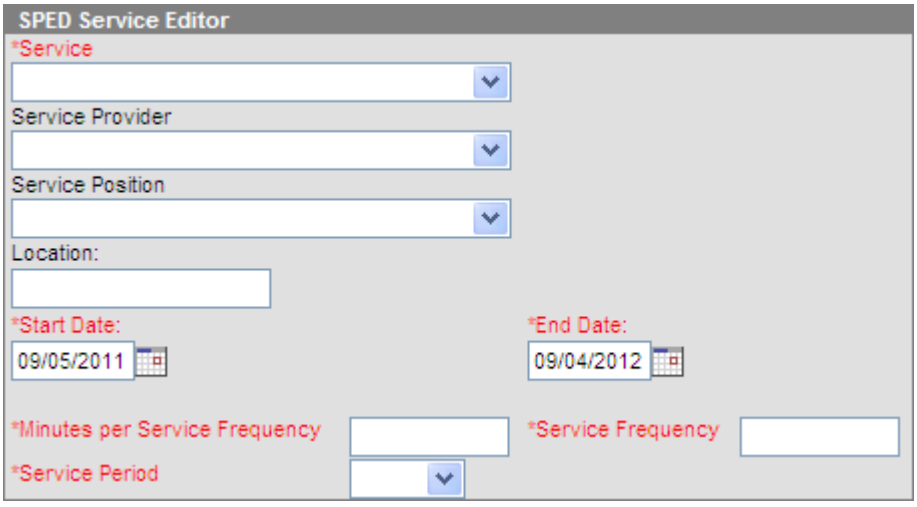
The ARC identifies program modifications and supports for school personnel that are to be provided on behalf of a student to meet the unique needs of the student. This may include specialized training, use of school time, or user of school staff, and may involve specialized training for any staff that comes in contact with the student.

Least Restrictive Environment:



The ARC determines the extent, if any, to which the student will **not** participate in general education (content area).

Special Ed Services Editor:



Service: Select from drop list Special Education

NOTE: Special Education should be the only option in the Service drop list. Other options will not print on the IEP and should be removed via System Administration | Special Ed | Services

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.
NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive SDI. NOTE: Co-teaching is the regular classroom)

Start Date: Enter the date in which services begin

End Date: Enter the date in which services are anticipated to end

Minutes per Service Frequency: List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

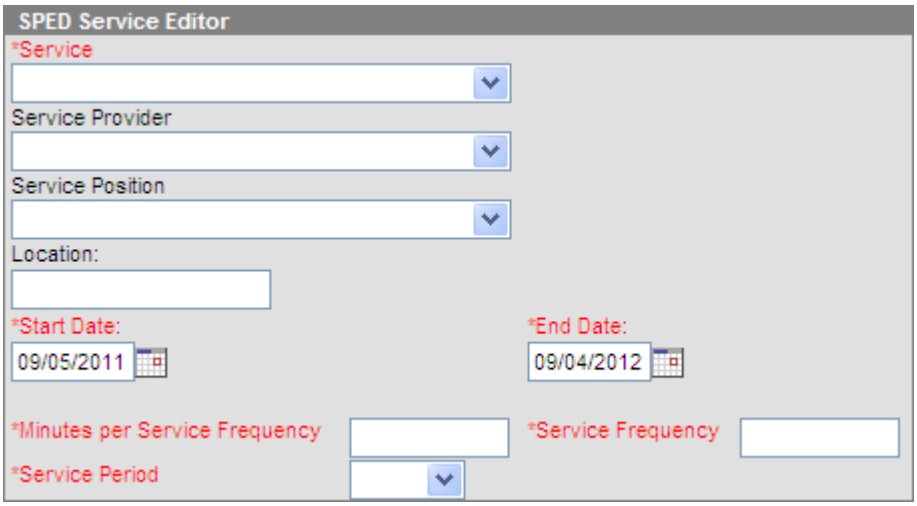
Service Frequency: List the number of times the service will be provided in a Service Period.

Service Period: Identify the Service Period as daily, weekly, monthly, or annually

Reference addendum *Document Services for Trimester Scheduling* HERE

Reference the Collaborative Teaching Practices for Exceptional Children Question and Answer Document.

Related Services Editor:



Service: Select from the drop list the related service that is provided

Service Position: Select the position of each person responsible for implementing the services from the service position drop list.
NOTE: Do not select from the Service Provider drop list. Selection will not print on the IEP and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. Include the content class (i.e., language arts, science, PE) in which the student will receive SDI. NOTE: Co-teaching is the regular classroom)

Start Date: Enter the date in which services begin

End Date: Enter the date in which services are anticipated to end

Minutes per Service Frequency: List the number of minutes the service will be provided per session for each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

Service Frequency: List the number of times the service will be provided in a Service Period.

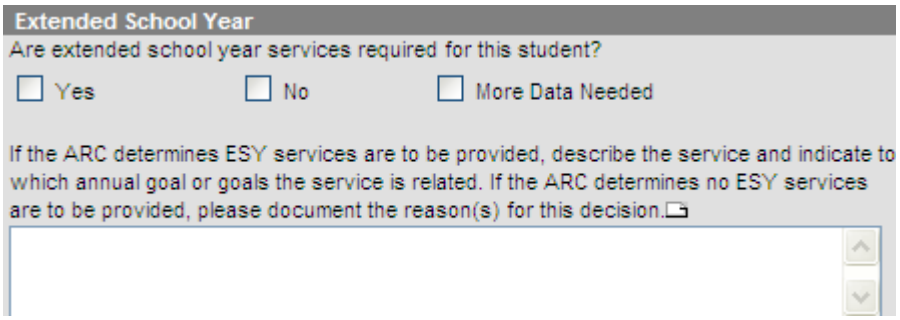
Service Period: Identify the Service Period as daily, weekly, monthly, or annually

NOTE: Student must have Transportation as a related service on current IEP, if student's Transportation Code is indicated as T5-Special Transported.

Reference the Collaborative Teaching Practices for Exceptional Children Question and Answer Document.

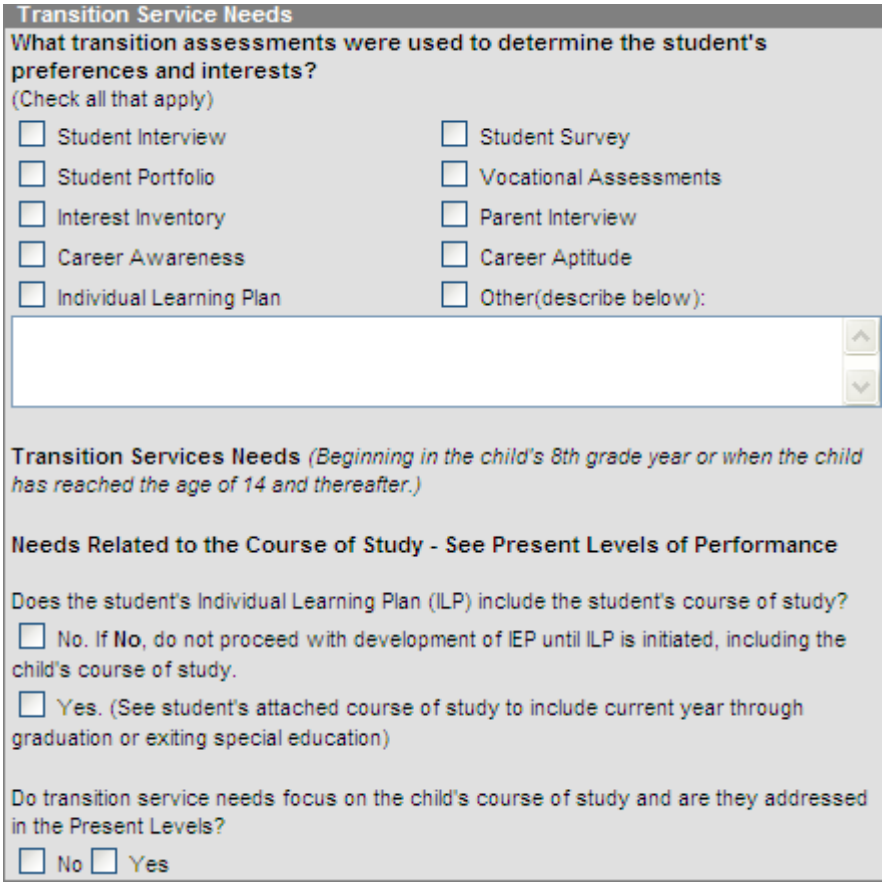
Reference the Guidance for the Related Services of OT, PT, and SLP in Kentucky Public Schools

Extended School Year



Extended School Year (ESY): means SDI and related services that are provided to a child with a disability beyond the normal school year in accordance with the child's IEP at no cost to the parents.

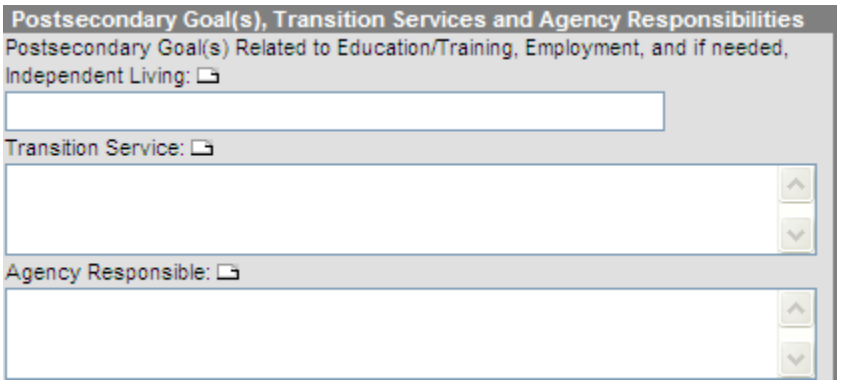
Transition Service Needs (14) Editor (applicable to 2011 KY IEP 14):



Transition Assessments: Check what assessments were used to determine preferences and interests of the student.

Transition Service Needs required beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter. ARC reviews (and revises if necessary), the student's multi-year course of study as outlined in the Individual Learning Plan (ILP).

Transition Services (16) Editor (applicable to 2009 KY IEP 16+):

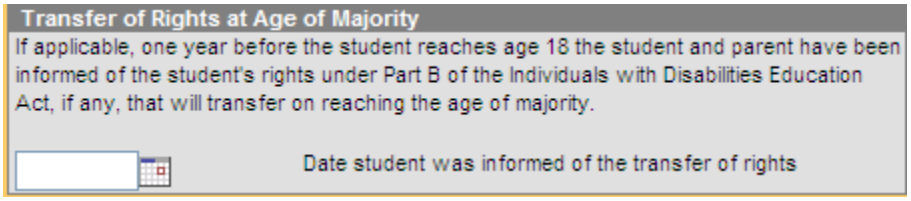


Postsecondary Goal: Required by the student's 16th birthday, or younger, if appropriate. The ARC develops postsecondary goal in the areas of 1) education/training; 2) employment, and if needed, independent living. Postsecondary goals must be measurable and intended to occur after the student graduates from high school.

Transition Service: Required by the student's 16th birthday**,** or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach postsecondary goals. Multiple transition services can be documented and numbered.

Agency Responsible: List agency responsible for providing transition service. Correspond numbering as to what agency provides the numbered transition service.

Transfer of Rights Editor:



Enter the date that the student and parent were informed of reaching the age of majority rights, making sure to do so at an ARC meeting at least one year prior to the student's 18th birthday.

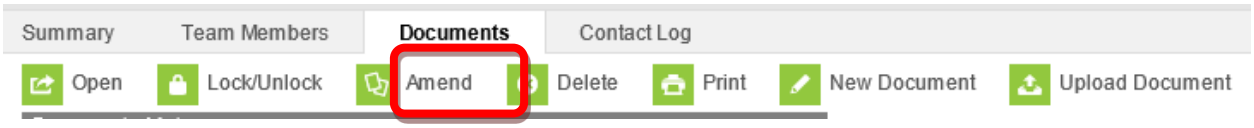
1-Q IEP Amendment Process

Campus Path: Student Information > Special Ed > Documents Tab > Amend

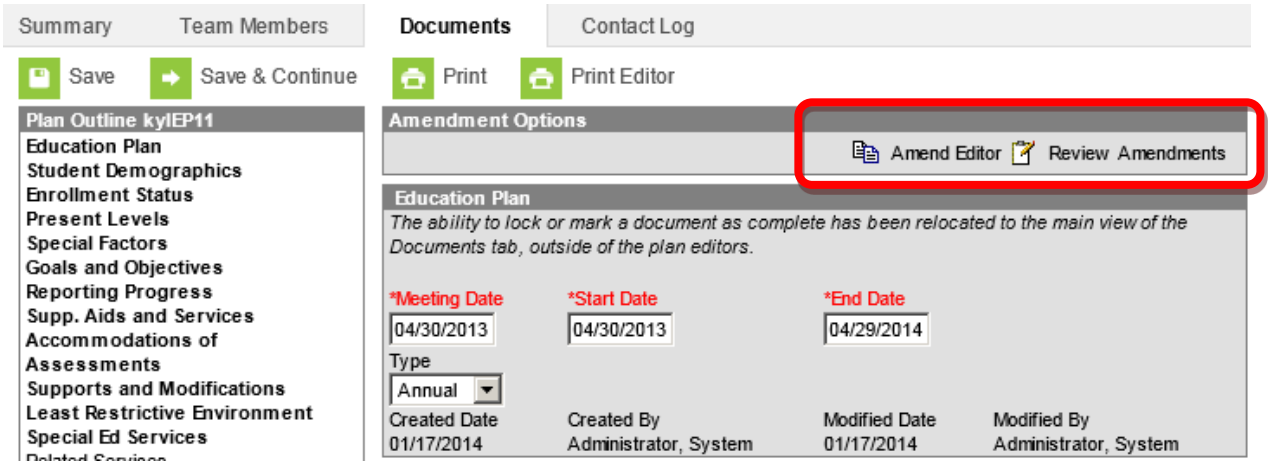
The Special Education Document Amend tool allows users make changes to IEPs that have already been locked. When developing a new IEP at an annual review meeting users are directed to select the age appropriate KY IEP from the 'Create New Form' drop list under the Documents tab.

To amend an IEP:

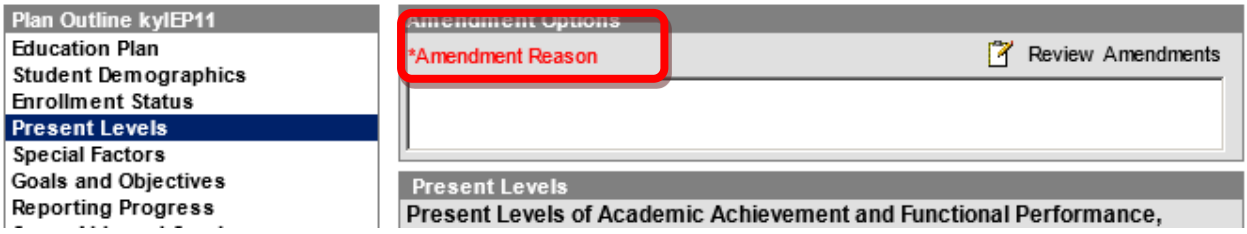
1. Select the document to be amended from the Documents list.
2. Click the **Amend** button in the action bar.



3. A warning appears asking the user to verify that they want to amend the document. Click OK or Cancel.
4. Select the **document editor** to be amended.
5. Click the **Amend Editor** button above the editor.

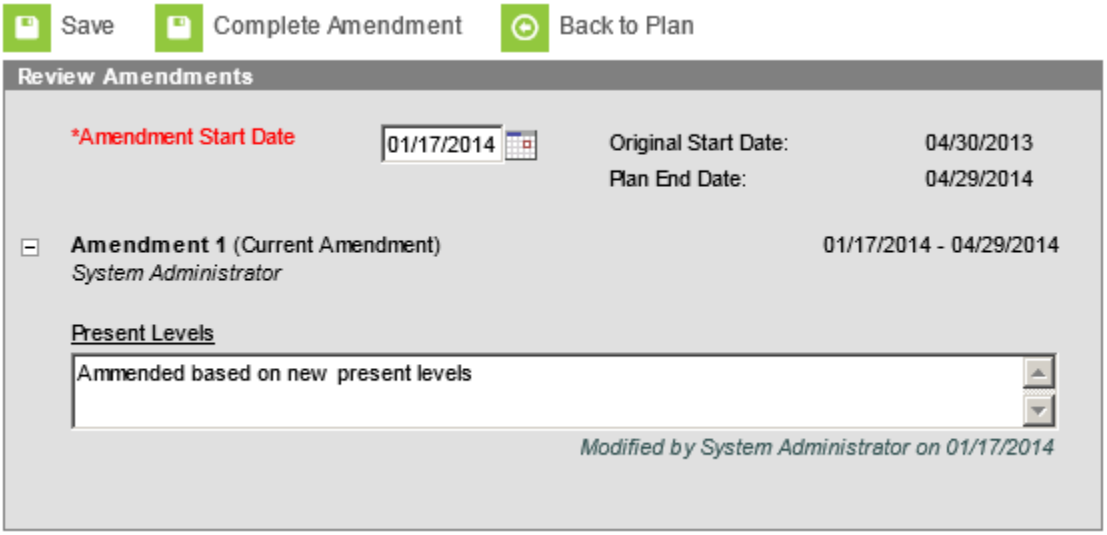


6. Amend desired fields and enter an **Amendment Reason**.



Click **Save & Continue** to move to the next editor or **Save** to save the changes and remain in the editor. Complete any additional amendments needed. Once saved, the document can be closed and remain in unlocked draft status.

Once all desired editors are amended, click **Review Amendments**.



Enter an **Amendment Start Date**. The Start Date of the amended plan will be changed to the value entered.

To continue:

Click **Save** to continue making amendments to the document. Use this option to save the amendment in unlocked draft status. The Amendment Start Date and amendments are saved and the service dates are adjusted accordingly.

Click **Back to Plan** to make more amendments.

Click **Complete Amendment** to complete the amendment and lock the amended document. The End Date of the previous plan is updated to the day before the Amendment Start Date. Service dates are adjusted accordingly.

A new document appears above the original when the amendment is begun. The original is labeled **(Amended Original)** and the new document is labeled **(Amended 1)**. The original document is given an End Date of the day previous to the Start Date of the Amended document.

NOTE: There is no longer a need to unlock the 'original' IEP to modify dates.

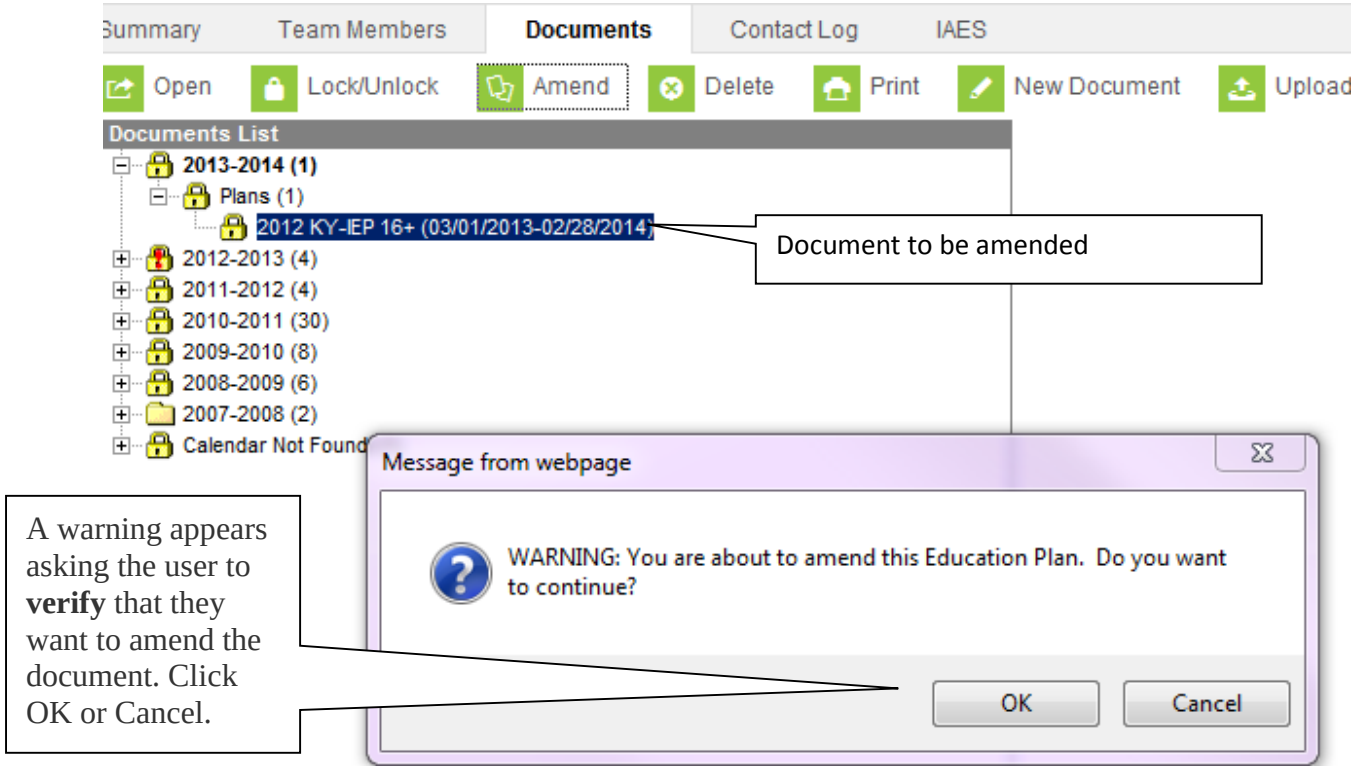
1-R	End Date IEP Amendment Process

Campus Path: Student Information > Special Ed > Documents Tab > Amend

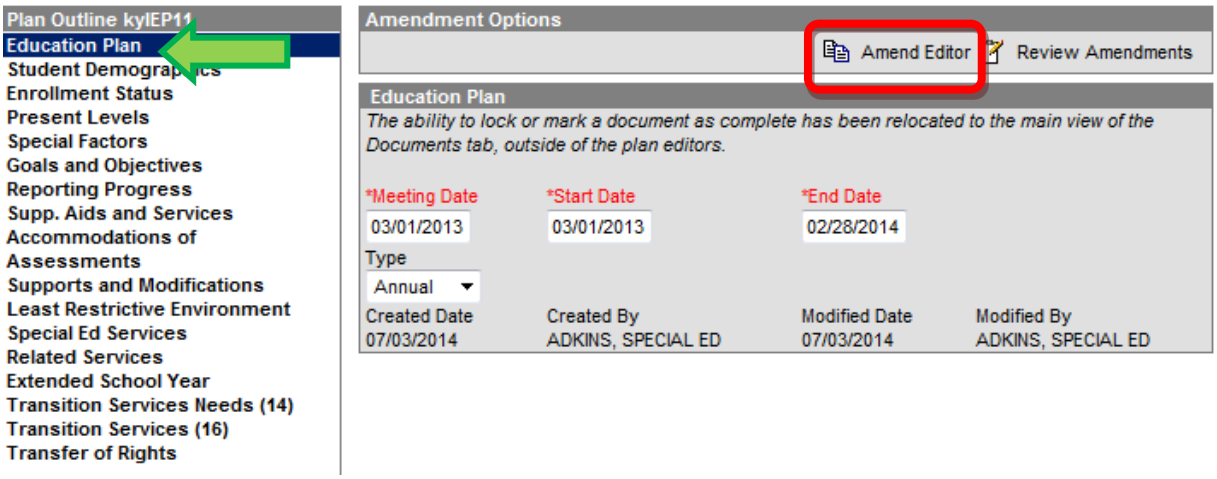
AMMENDING THE END DATE OF AN IEP

To amend the end date of an IEP:

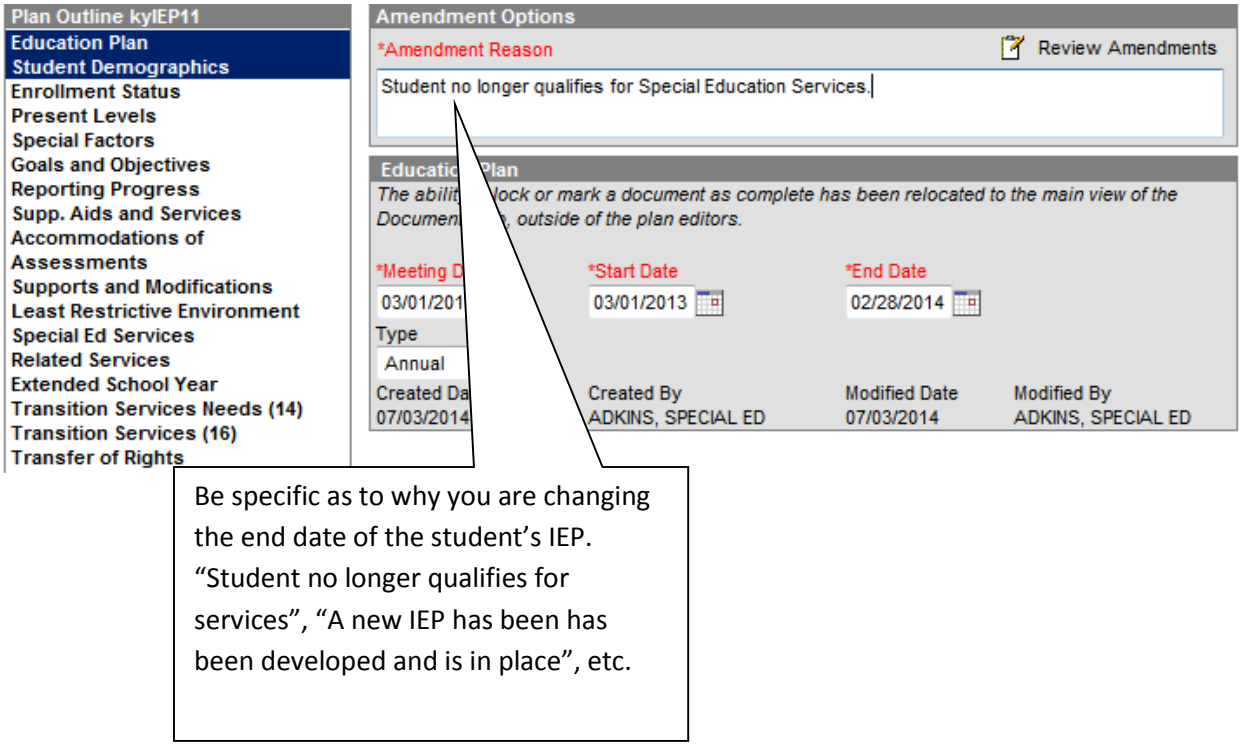
1. Select the document to be amended from the Documents list.
2. Click the **Amend** button in the action bar.

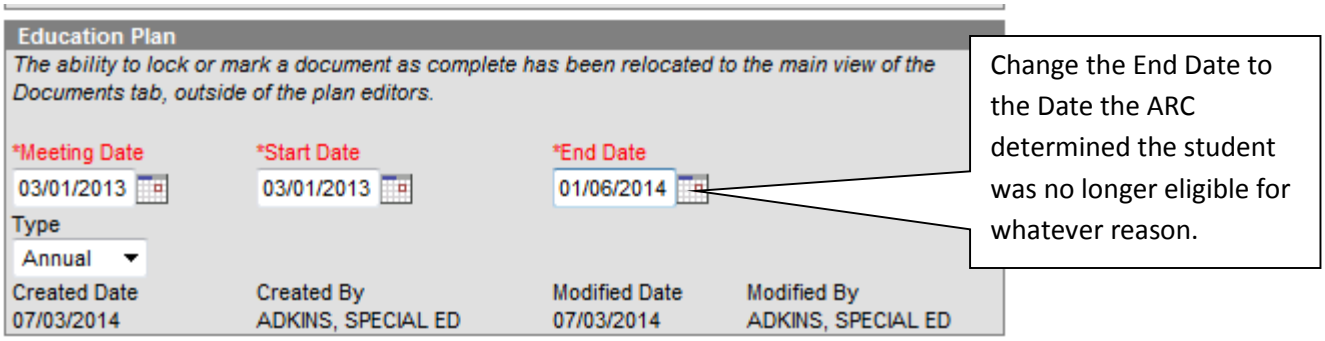


3. Select the **document editor** to be amended.

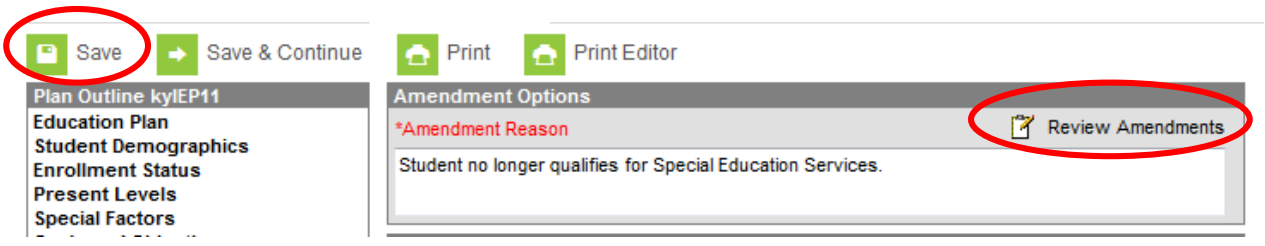


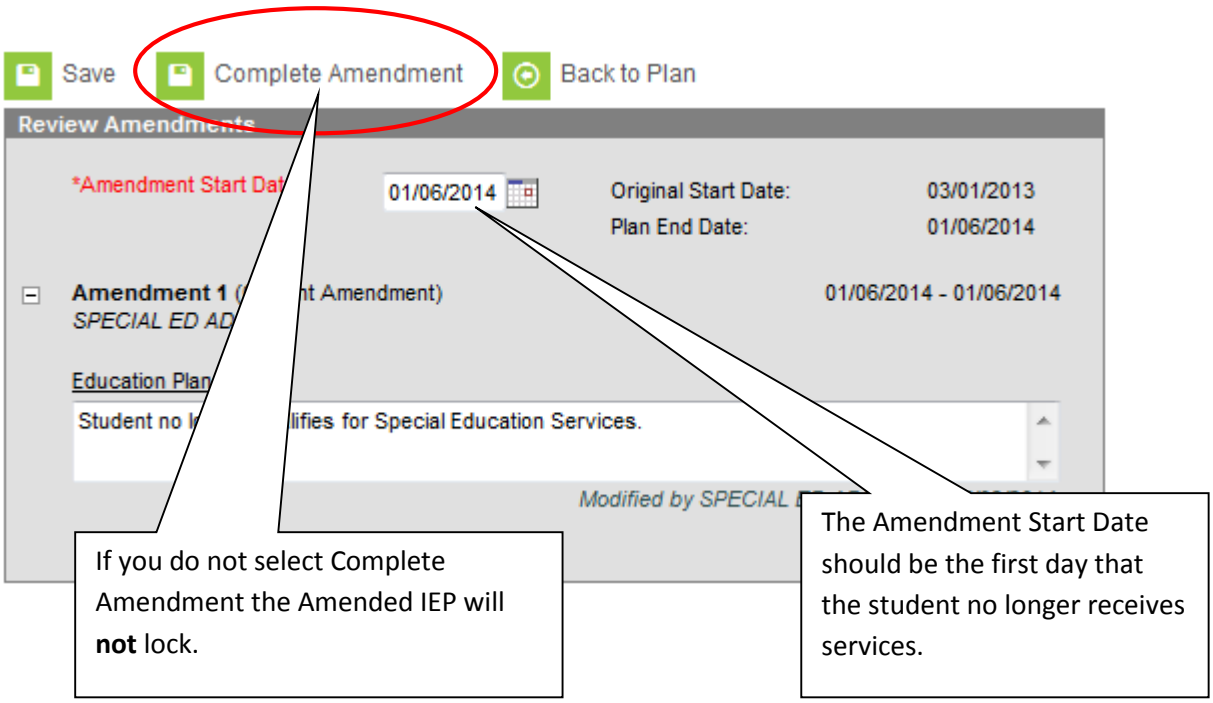
4. Click on the Amend Editor.





Click Save and then click Review Amendment





Click Complete Amendment to finish the Amendment process.

1-S Private School Service Plan

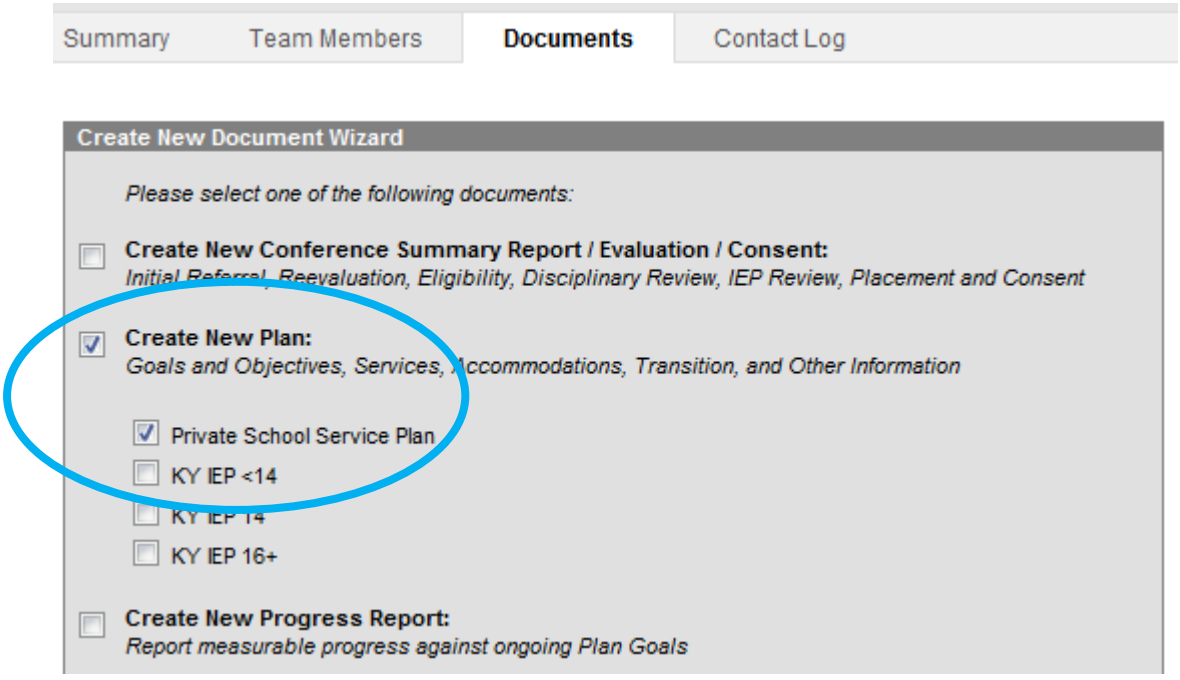
Campus Path: Student Information > Special Education > Documents Tab

Kentucky Administrative Regulations: 707 KAR 1:370

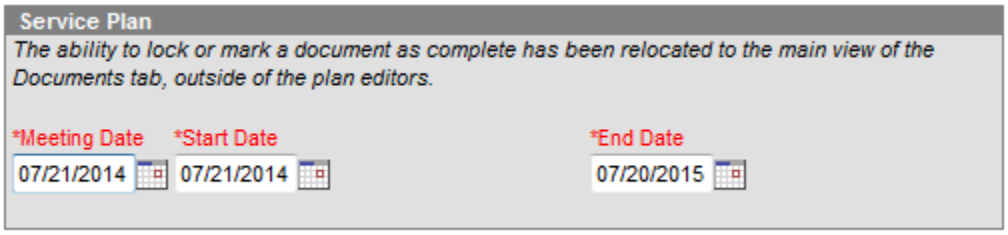
- A private school child with a disability does not have the individual right to receive all of the special education and related services that he/she would receive if enrolled in a public school.
- A private school child with a disability may receive a different amount of services than children with disabilities enrolled in public schools. These services are specified on a Service Plan, not an IEP.
- When a parent decides to place his child with a disability in a private school after the district offered a free and appropriate public education the district is not required to pay for the cost of the private education.
- Parents may file a state-level complaint if the district failed in its responsibilities to evaluate and determine eligibility for private school children with disabilities. Parents may not file state-level complaints on other IDEA issues, such as failure to provide services contained in a Service Plan.
- Services provided to a private school child with a disability may be provided at a site determined by the district.

Select **New Document**

Select **Create New Plan:** select the Private School Service Plan



Service Plan Editor

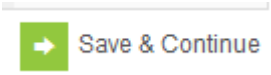


Meeting Date: Enter the date the Admissions and Release Committee met to develop the current Service Plan

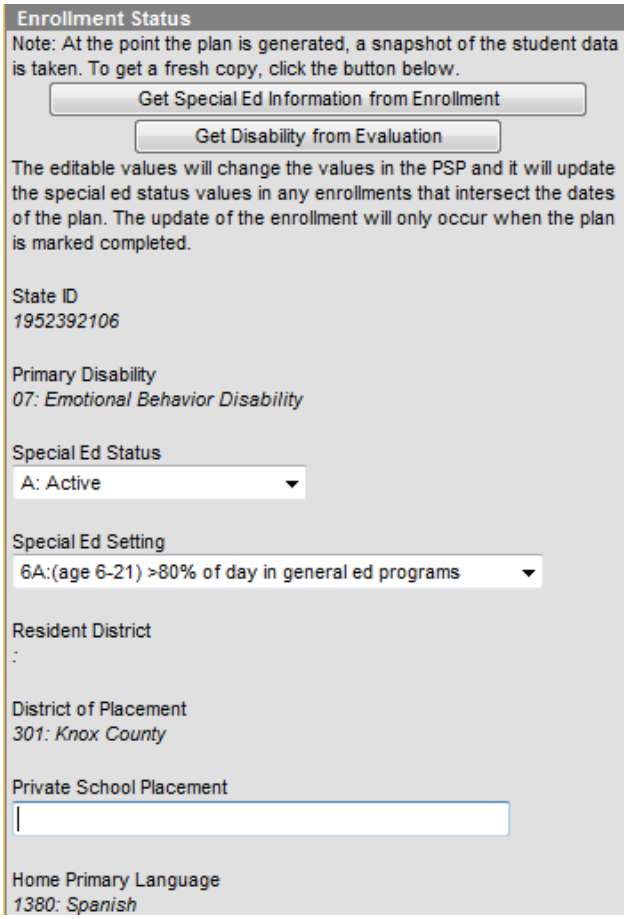
Start Date: Enter the date in which the Service Plan starts and services begin.

End Date: Enter the date in which the Service Plan is due to be reviewed. This field will be auto populated, one year minus a day from the Meeting Date entered.

Select **Save & Continue**



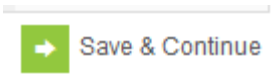
Enrollment Status Editor



Refresh Student Information: This will populate demographic data from Census

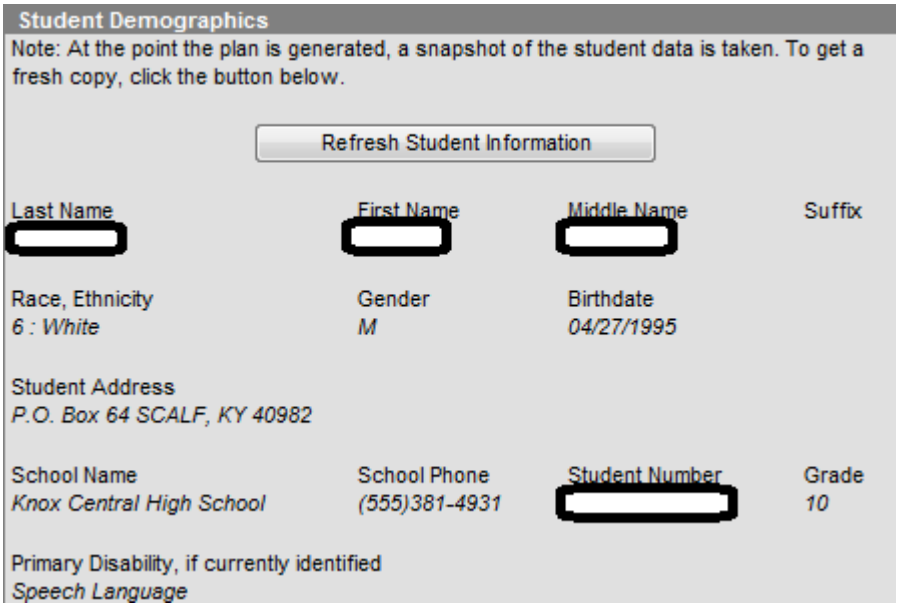
Primary Disability: Click 'Get Disability from Evaluation' button to auto-populate the Primary Disability as *Read only* from student's Conference Summary | Eligibility/Continued Eligibility Editor. Code descriptions can be found HERE.

Select **Save & Continue** when completed



Student Demographics Editor

Select **Save & Continue**



***Special Ed Status:** From the drop list, select the option that defines the student's status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school's December 1st Child Count.

Code	Title	Description
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process

Z	Referred	Non-special education student is being referred for testing.

***Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student's age as of December 1st.

Code	Description	
3A1	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided **within** the early childhood program
3A2		Majority of special education and related services provided **in another location**
3B1	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided **within** the early childhood program
3B2		Majority of special education and related services provided **in another location**
3F	Special Education Program	Residential Facility
3P		Service Provider Location
3S		Separate Class
3U	Separate School	
3X	Home	

Ages 6-21	
Code	**Description**
6J	Parentally Placed in Private School

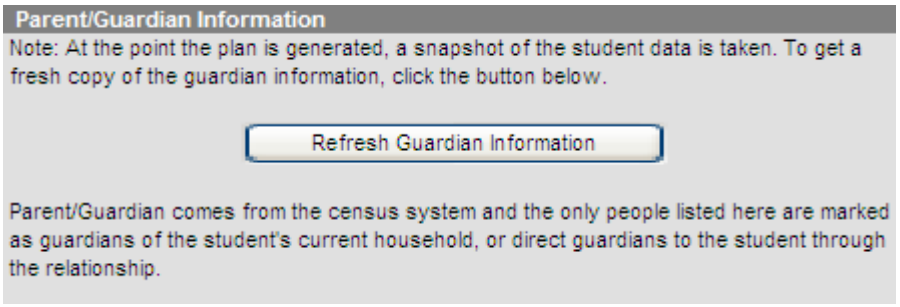
NOTE: The only valid Setting for a student age 6-21 is 6J: Parentally Placed in Private School

Resident District: Auto-populates from Enrollment | State Reporting Fields; select from drop list the district in which the student resides (where they live)

District of Placement: Auto-populates district name in which the service plan is created

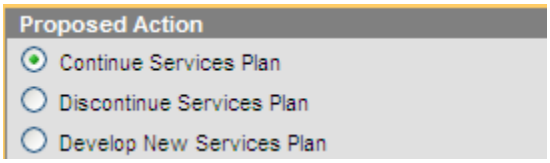
Private School Placement: Enter the private school in which the student receives general education

Parent/Guardian Demographics Editor



Refresh Guardian Information: This will populate parent/guardian demographics from the student's current household/relationship

Proposed Action Editor



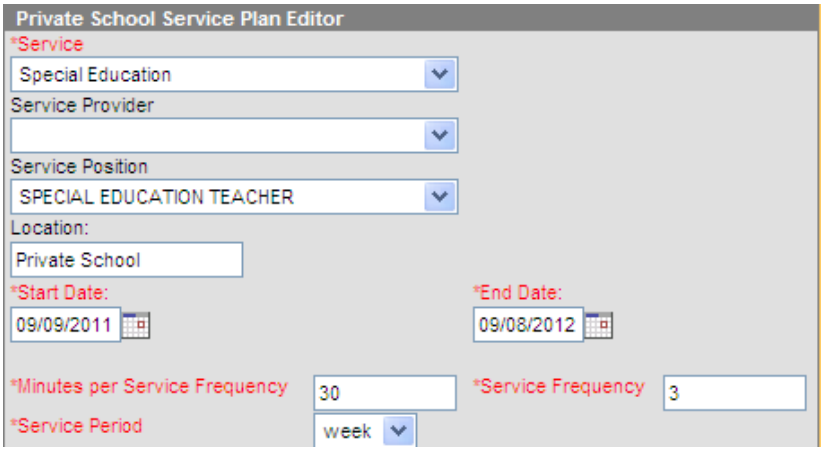
Proposed Action: Upon review of the service plan, select the appropriate action as decided by ARC

Goals and Objectives Editor

Area: Enter the Content Area for the specified goal

Annual Goal: Enter statement of anticipated results to be achieved in a calendar year or less as determined by the ARC

Services Editor:



Service: Select from drop list Special Education

Service Position:
NOTE: Do not select from the Service Provider drop list. Selection will not print on the service plan and should be removed via System Administration | Special Ed | Service Providers

Location: Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided.

Start Date: Enter the date in which services begin

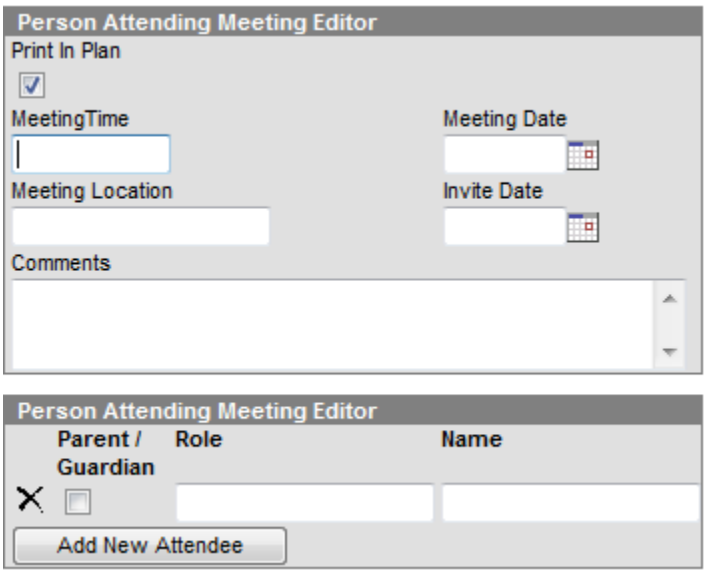
End Date: Enter the date in which services are anticipated to end

Minutes per Service Frequency: List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time. Service Minutes does not equal total minutes; it is a subset of total minutes of class time.

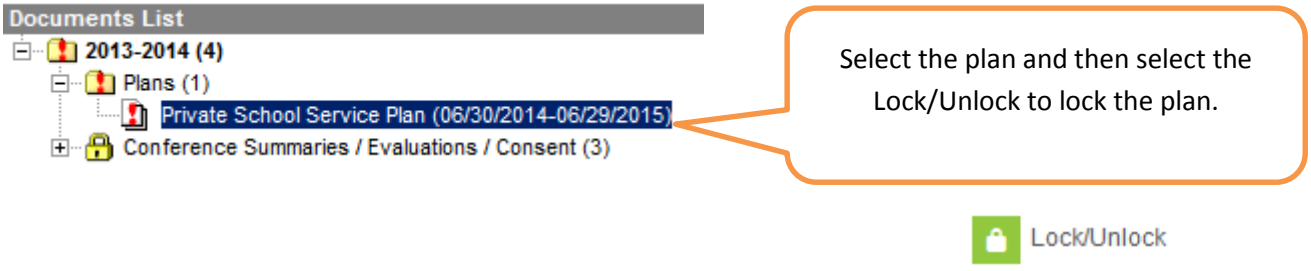
Service Frequency: List the number of times the service will be provided in a Service Period.

Service Period: Identify the Service Period as daily, weekly, monthly, or annually

Team Meeting Editor | New Team Meeting



Enter Role and Name of meeting participants, if parent/ guardian select indicator

Select **Save & Continue** Select the **Documents Tab**

Once saved, **Private School Service Plans** are located under the **Plans** folder of the current school year